

# Annual Inspection Report 2022-2023

## Trinity Laxey Nursery

Child Day Care

18 October 2022



Isle of Man  
Government  
*Kelleys Eilan Vannin*

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**DHSC**

We carried out this announced inspection on 18 October 2022. The inspection was led by an inspector from the Registration and Inspection team.

### **Service and service type**

Trinity Laxey Nursery 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 nursery was well organised with information displayed and readily accessible to the staff. Information was also readily accessible for parents on the notice board in the porch.

Children appeared to be happy and were laughing when involved in activities with the staff. Positive relationship between the children and the staff.

The nursery had a friendly and warm atmosphere. Parents were greeted at the door and welcomed into the nursery. One parent said 'All the nursery staff are very welcoming in the morning when greeting children into nursery, and acknowledge all Children's individual needs really well. Also good at letting us know what the children have been up to during the day at nursery collection'.

The team had engaged in a system that provided parents of the 'toddlers with monthly achievements of their child. The children's 'learning journal' were given to parents and each month the photographs and observations were given to the parents so they could view and keep them.

The staff knew their identified roles and worked together as a team. They felt listened to and supported each other. They felt confident that on their day/s off that 'planned' work would continue with the rest of the team.

### **The following are comments from parents.**

- All of the staff are child focused and listen to the voice of the child.
- Staff will update me about my xxxx and care for xxx extremely well
- My xxxx is thriving in Laxey Trinity
- The children complete different activities daily

- Laxey trinity they are devoted to the children and their knowledge and skills surrounding early years development is amazing and how to engage children to learn through play. I would recommend Laxey trinity to other parents to send their children to be cared for here.

At this inspection we found improvements had been made in response to the previous inspection.

### **About the service**

Trinity Laxey Nursery is registered to provide care for the maximum of 24 children at any one time aged 2 years and above.

The nursery operates between the hours of 8.00am to 6.00pm, Monday to Friday.

The setting is located in Laxey, close to the beach. It provides two playrooms an office, a kitchen, staff room and set of toilets adjacent to the main playroom. They do not have an outside play area that belongs to the nursery.

### **Registered manager status**

There are two registered managers. 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 13 October 2022. We visited the location's office/service on 18 October 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.

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 was undertaken.

Three members of staff were spoken with and observations were carried out using an observational framework for inspection to help us understand the experience of staff and children.

### **After the inspection**

We sent out parental feedback forms to some parents. Parents contact details were provided during the inspection.

**C1 Is the service safe?**

**Our findings:**

Safe – this means we looked for evidence that children were protected from abuse and avoidable harm. The service does require an improvement 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 Safeguarding Training.

**Staffing ratios and recruitment**

There was a recruitment process that included pre-employment checklist to be completed before a potential new member of staff was employed. The record of a member of staff employed in the last twelve months was checked and this included all the required details.

The minimum staffing ratio is based on 1:8 (one staff member to eight children). The majority of the time the service was 1:5 or 1:6. The registered managers were included in the staffing ratio. But due to the amount of staff employed at the setting they could be supernumerary when required.

There was an induction procedure for new staff. The induction was a minimum of twelve weeks which was confirmed by the newest staff member.

**Assessing risk, safety monitoring and management**

A sample of risk assessments were viewed which included risk assessing the premises and outside play area. The assessments included review dates and the staff confirmed that they were involved in completing assessments.

The hazard needs to be included apart from the risk.

There were daily checklists to complete of the premises to ensure everywhere is safe prior to children arriving.

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.

Children's and staff medication were individually labelled and each persons were stored in separate containers. These were suitably stored and accessible by the staff in cases of an emergency.

### **Preventing and controlling infection**

The premises and equipment were clean. There was a daily checklist to ensure the suitability of the premises. We observed the staff ensuring the children had cleaned their hands prior to meal and snack times and after using the toilet.

The nursery had a policy regarding children with an infectious illness, complete with incubation periods. The exclusion policy had been displayed for parents to view.

### **Action we require the provider to take**

Key areas for improvement:

- The 'hazard' to be identified on the risk assessment.

## 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**

There were seven staff qualified with an appropriate childcare qualification. The training matrix showed that staff had undertaken mandatory training including; safeguarding children, first aid and food hygiene (if handling food).

Specific medical training had also been completed for example; how to use an ‘epi-pen’.

#### **Supporting and developing children’s care and development needs**

Each child had a ‘Learning Journal’ that included; photographs, artwork, observations by the staff. Observations were linked to ‘development matters in the early year’s foundation stage’ (a framework for tracking a child’s developmental progress).

Staff had sought and received training for specific additional needs for example; speech and language.

#### **Supporting a balanced diet**

Parents were requested to provide their child with a suitable packed lunch. Meals were not provided by the nursery but did provide a morning and afternoon snack. Lunch boxes were store in the fridge.

The nursery did provide snacks, a poster informing parents of each days snack was posted on the door.

#### **Working with other agencies to deliver effective care and support**

We were told that the service would approach the help of a child’s health visitor in the first instance. This would be done once the manager had spoken to parents and sought their permission first. The provider had accessed guidance from health visitors and speech and language department.

The manager was aware of the referral system for PSAC (preschool assessment centre) and how to seek guidance from them.

## 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**

Children were welcomed into the nursery, which had a warm and relaxed atmosphere. The relationship between the staff and the children was observed to be positive and caring. Children appeared to be happy and laughing during activities and play. Activities were varied from storytime to active going out to the local play area. All children were included in activities and questions were posed at an appropriate level for children to understand and answer. The staff sat on the floor alongside the children and in small groups. One group activity was looking at and recognising shapes. Matching the shapes and recognising the differences for example between a square and a rectangle.

#### **Maintaining children's dignity, privacy and promoting independence**

The toilets had privacy doors to provide dignity for children accessing them. Children were able to use the toilet when they needed and the staff were heard to ask the child to ask for help if needed. Some of the children needed more assistance than others and reminded to wash their hands.

Opportunities for children to develop independency were promoted during the day. For example; children were encouraged to put their own coats on prior to going out. The staff offered encouragement with asking them to 'have a go' at putting coats on and then asking if they needed some help. One child was observed to put their coat on and do the zip up without any assistance.



## 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 registering at the nursery parents are required to complete a child information record. This provided information about the child’s individual needs including; additional, medical and dietary.

Children’s individual progress and development was recorded in their ‘learning journal’. We were told that at the end of each month the recordings including art work, photos, observations and achievements were given to the parents of the children aged 2-3 years. The older age range their records were maintained in their journal and presented to parents prior to leaving the setting.

We observed parents verbally providing information to the staff when arriving with their child at the nursery.

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

The provider had a complaints policy and procedure. The procedure was displayed on the wall in the nursery.

We were informed that the setting had not received any complaints.

#### **Supporting children when dealing with significant events**

We observed the positive relationship between the team and parents. Parents were greeted into the nursery and had opportunities to talk with the staff. We were told that the team would discuss any changes in a child’s life with parents, for example the arrival of a new baby. The manager said they would ensure that a stable environment would be maintained in the nursery. They would use the use of resources such as books and drawing pictures and enabling a child to express their feelings.

## Inspection Findings

### 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 nursery has made some changes to the provision in the last six months. This includes extending the daily opening hours and remaining open throughout the year as opposed to 'term time' only. Additional staff work at the setting providing support and new ideas. The service also has an extra registered manager to provide continuous leadership throughout the day.

Parents were requested to a 'record of information' prior to their child starting at the nursery. This provided information to the staff to ensure the individual needs of the child could be supported.

Weekly planning was displayed in the play rooms with the flexibility to change plans in accordance with children's needs and preferences.

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

Roles and responsibilities were acknowledged by the staff. They knew their specific areas/topics that they provided the lead role for whilst providing support to the rest of the team. For example; some staff were identified to develop planning for the children aged 2-3 years and others for 3-4 years.

The managers were aware that they had overall responsibility for the day to day running of the service. The managers were included in the staff to child ratio and worked alongside the rest of the team. They were aware that should the service have more than twenty children in attendance at any one time that the manager would become supernumerary.

We discussed the frequency of staff meetings and sampled the minutes taken. These consisted of topics discussed with outcomes of action to take.

Risk assessments were in place and amended as and when needed.

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

Parents were requested to complete a record of information regarding their child prior to registering at the setting. This enabled the staff to provide care the individual needs of each child.

The setting has a facebook site to communicate with parents and show what the children do at nursery.

We were told that prior to children leaving the setting parents were provided with a questionnaire to gauge the opinions and experiences they have.

**Continuous learning, improvement, innovation and ensuring sustainability.**

The training matrix showed that the team had all completed their mandatory training for example; first aid and safeguarding. Specific identified training needs including 'speech and language' and the use of epi-pens.

An induction process was in place for new staff. A staff member confirmed that the areas identified within the program covered took a minimum of twelve weeks to complete.

Supervisions of staff were completed and recorded, including a formal appraisal. Regular supervision provided an opportunity for the team as individuals to reflect on their working practice. One staff said 'we are not afraid to talk and we are listened to'.

**Working in partnership with parents.**

We observed parents and children being welcomed into the nursery by the staff. The staff were polite and courteous and an exchange of information was transferred from one to another.

There was an information board in the porch to inform parents about what their child was learning.

The setting had a Facebook site that included photographs of the children and a platform to inform parents of planned activities and nursery 'news'. Parents were requested to sign to agree to their child's photo being placed on a public site.

Information for the for the 2-3 year old children that was included in their Learning Journal was given to parents on a monthly basis. The manager explained that this enabled the parents to see what their child had been doing at nursery and provide an opportunity to talk to them about it.

Preschool children parents were presented with their child's Learning Journal prior to leaving to start primary school.