

# **Annual Inspection Report 2022-2023**

## **St Josephs Nursery and Pre School**

7 October 2022



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**DHSC**

We carried out this announced inspection on 7 October 2022. The inspection was led by an inspector from the Registration and Inspection team.

### **Service and service type**

St Joseph's Nursery and Pre-school 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**

Although the setting has one playroom, it is well organised with areas of activity identified, for example; the preschool area, story time/ quite area.

The children appeared to be happy and engaged in activities during the inspection. Children could move freely from one activity to another. Children appeared to enjoy the 'circle time' and story time, where the staff and children interacted with questions and answers.

Good systems of communication and parental involvement have been set up. These include the use of the 'family app', newsletters, parental meetings, nativity at Christmas and graduation for children moving on to primary school.

### **The following are comments from parents of children that attend the service;**

We had a meeting over the summer holidays to sit down and make a care plan for xxx and to help explain xxx condition and the extra care xxx may need during the day. Nothing was to much for them a few days later I was then sent a copy to review before the signing it in person as correct.

Since starting my xxx has loved every session even informing me "pre-school is my favourite". This is the first time my xxx has been to a nursery due to a previous bad experience when she was younger. The staff have need so welcoming and always have a smile on their faces. I love getting updates and pictures through Family, seeing what they have been up to during the day.

There have been a few occasions where my xxx has needed some extra care after the staff pick up on her colourings. I have always been informed of this and kept in the loop. Staff members will sit down to read stories and make sure xxx has a rest. I honestly believe this was

the best choice for my xxx as in a short month xxx singing new songs and telling me all about xxx day. I wouldn't hesitate to recommend Saint Joseph's to anyone who was looking for a nursery.

I particularly like that they take note of the children's interests and hone in on them to provide activities focused around those interests. I think it's great that they provide the EYF learning.

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

### **About the service**

St Joseph's Nursery and Pre-school is located in St Joseph's Church Hall, Willaston.

The registered person must not look after more than twenty four (24) children in total between 2-4 years of age at any one time.

The setting has one playroom that has been well organised to provide different areas of activity.

There is a small kitchen, a set of toilets with nappy changing area and an outside play area attached to the side of the building.

### **Registered manager status**

The service has 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 27 September 2022. We visited the location's office/service on 7 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 parental questionnaires to parents via email addresses provided by the managers.

**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 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 she 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**

There was a recruitment process that included pre-employment checklist to be completed before a potential new member of staff was employed.

The staffing rotas were organised to ensure that two staff would work together to prevent staff working alone and being placed in a vulnerable position.

The staffing ratio was based on 1:8 (one staff member to eight children). The service aims for a registered manager to be supernumerary at all times.

There was an induction procedure for new staff, but through discussion we established that this required more detailed information of areas covered and timeframes for completion.

**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 risk and the hazard include but needed to be defined as to make the assessment clearer to read.

There was a daily checklist 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.

Suitable storage was in place and out of reach of children.

**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.

Some of the ceiling tiles were identified as in need of repair or replacement, as some had gaps or cracks in them.

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

### Action we require the provider to take

- The staff induction needs to include areas covered and time frames of completion.
- Risk assessments to define the risk and hazard separately
- Some of the ceiling tiles need to be replaced or repaired.

### 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 effective care and support**

There were four suitably qualified staff with an appropriate childcare qualification. A further staff member due to complete her training and a further two non-qualified staff. 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 by some staff for asthma and epi-pens.

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

The staff were aware of EYFS (early year’s foundation stages), a system for monitoring and recording children’s learning milestones. Each child had a ‘Learning Journal’ that included; photographs, artwork, observations by the staff. There was also a ‘leavers report’ for each child prior to leaving the setting to go to primary school. This included the child’s achievements, for example: counting and writing. Also a section about the child and their personality and likes.

Observations and photos were also being recorded on the ‘family app’. This is a system for recording and sharing information between the setting and the parents. Each child’s parents would be given a unique login to their child’s record.

Parents had confirmed that they received information about their child’s progress, ‘verbally, messages and through the ‘family app’.

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

The service did not provide hot meals. Instead, parents were requested to provide their child with a suitable packed lunch. If these contained perishables, parents were requested to supply an ice pack. The nursery did provide snacks.

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

We were told that once the manager had spoken to parents and sought their permission first, they would seek the advice from other agencies if required.

The manager was aware of the referral system for PSAC (preschool assessment centre) and has sought 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**

The staff were heard to welcome children into the nursery and take time to talk to individual parents.

We observed the staff interact with the children in a positive manner. Children were treated with kindness, compassion and included in making choices.

Puppets were used as a tool to use to engage with children. They were used during 'circle time' to assist the staff to do activities such as counting with the children. Puppets were used as a method to provide guidance and encouraging children to participate.

The playroom was set out with various themed areas for example preschool area, arts and crafts area. Children were able to make choices of what they wanted to play with and move freely onto another activity if they wanted.

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

The children's toilets were located in close proximity to the playroom. There were individual cubicles with privacy doors. An area for changing nappies or soiled clothing was also available. Privacy and dignity was observed and children reminded to wash their hands.

Children were encouraged to put on their own coats and to 'self-serve' at lunch and snack times. Children were spoken to with kindness and respect. The staff were compassionate and spoke to children in a friendly and calm manner and tone.



## 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 cultural, behavioural and social.

The service use ‘family app’ which enables them to complete a section called ‘all about me’. This section enables parents to inform the staff of the child’s likes and dislikes. Family app is an ongoing line of communication between the provider and parents. It enables both sides to input information that can only be viewed by the individual parents. This is by having a unique ‘log in’ code. The family app enables parents to update their child’s records if there was any changes, for example change of address, family circumstances (arrival of a new baby).

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**

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

There was a complaints procedure on the window of the setting for parents to view.

Any concerns or complaints were recorded.

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

We were informed that the staff rely on a good communication system with parents. They rely on them to inform staff of any changes in their child’s life. The family app provides an opportunity for such exchanges of information. Another example was ‘circle time’ that could be used to include children to participate; this could include talking about the arrival of a new baby, and providing support for the child.

### 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 require 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.**

There was a record of information for each child at the service. This was completed from information gathered from parents/ carers prior to the child being registered at the nursery. There were review dates on the records to show that information had been updated. The records showed that some amendments needed to be made to the template. These were so reflect clarity and accuracy. The area regarding parents giving permission for the nursery 'authorise medical attention', needs to change to 'seek medical attention'.

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

We spoke to the staff and were satisfied that they were aware of their roles and responsibilities within the service provided.

The managers stated that they had 'daily catch ups' with the team as well as staff meetings. The latter of which had recorded minutes taken, although these needed to be formally recorded.

Staff confirmed that they had received supervision, and the manager confirmed that these happened three to four times a year.

The setting needs to outline their procedure regarding a child that had not been collected by 4pm (the settings closing time). There was no information for parents of what action would be taken if there child had not been collected.

#### **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' about their child. This provided individual information regarding the needs of the child.

We were informed that the manager provides parents with a 'feedback' questionnaire annually to gauge the opinions of parents.

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

Staff records showed that the staff were undertaking training. Records of individual supervision and induction periods had been completed.

Staff meetings had taken place and there was a discussion surrounding recording of the outcomes. These required to include a formal record.

The service is looking to expand their provision by creating a dedicated 'preschool' room.

**Working in partnership with parents.**

The service use the 'family app' which enables the staff to communicate and record information with the parents on a daily basis.

Meetings with the parents in an individual basis were offered twice a year. This gave the manager and parents an opportunity to discuss the child's progress.

Verbal exchange of communication was observed at the time when children arrived at the setting.

We were told that the provider sent 'newsletters' to parents via the family app/ email or in paper form.

The manager discussed social events with parents, for example; at Christmas time when the children enacted a 'nativity' play for parents to watch. This was also an opportunity for the staff and parents to meet after and have refreshments together. Another example was a 'graduation ceremony' for those children leaving to attend primary school.

Parental feedback confirmed that parents felt they could approach the staff, one stated 'most definitely'.

**Action we require the provider to take**

Key areas for improvement

- Children's records need to be amended to change 'authorise medical treatment' to 'seek medical treatment'
- Wording regarding the settings responsibility for children after 4pm needs to be amended
- Minutes of staff meetings to be more detailed