Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Springfield Day Nurseries Ltd @ Conwy

Penmaen Road
Morfa
Conwy
LL32 8HB



Date Inspection Completed

26/07/2023

About Springfield Day Nurseries Ltd @ Conwy

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Springfield Day Nurseries Ltd
Registered places	58
Language of the service	English
Previous Care Inspectorate Wales inspection	Click or tap here to enter text. 11 October 2022
Is this a Flying Start service?	Click or tap here to enter text. Yes
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

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Well-being	**Good**
Care and Development	**Good**
Environment	**Good**
Leadership and Management	**Good**

For further information on ratings, please see the end of this report

Summary

Children have a good sense of wellbeing. Their needs are catered for and they communicate confidently. Children interact well and learn to be respectful and enjoy playing alongside others. The activities available give children opportunities to develop a range of skills through their play.

Staff are caring and respond well to the needs of the children. They implement effective routines to ensure children are safe and a healthy lifestyle is promoted. Interactions are positive and staff are good role models. Some appropriate planning is in place to ensure children have access to suitable activities to support their learning.

The environment is safe and secure and risk assessments are conducted and implemented effectively. The indoor and outdoor areas provide children with suitable spaces to play and learn. There are suitable facilities available and resources generally promote children's learning and play opportunities.

People who run the setting have listened to advice and made positive improvements to the care they provided. They manage the setting and staff well to ensure children are cared for and supervised effectively. Good relationships are formed with parents and information is shared effectively.

Well-being Good

Children have a good sense of wellbeing and are confident to communicate their needs and ideas, knowing staff will listen and respond to them with care and interest. For example, a child indicated they wanted their comforter teddy. A member of staff passed them this without question. Children have choices and make decisions about how they spend their time. They move around the environment freely choosing where and what they want to play with. Children's needs are met. For example, a child was showing signs of being very tired during a focused activity. Staff responded well by allowing the child to leave the activity and go for a sleep.

Children feel relaxed at the setting as they are familiar with the environment and routines, helping them to feel safe. For example, preschool children knew to line up ready to go outside. They develop positive relationships with staff. This was seen as children regularly played alongside staff and invited them into their play. They form friendships with other children, helping them to feel happy. Children enjoy playing alongside their peers, completing activities such as making a bed together under the climbing frame outside.

Children learn to share the space and resources appropriately. They interact well for their ages and stages of development, learning to cooperate, share and take turns. For example, sharing resources when playing in the sand together. They respect each other and the resources, using them appropriately and helping to tidy up when asked.

Children show enjoyment during their play and learning experiences. Nearly all engage in their chosen activity for an appropriate length of time for their age and stage of development. For example, two babies enjoyed experimenting with the red and green paint. They had fun trying out the different ways of making marks with the paint using sponges, brushes and paint sticks. Children were keen to share what they were doing with us and invite us into their play as they were happy and proud of their achievements. For example, a child invited us to buy an ice cream from their role play ice cream shop.

Children have appropriate opportunities to ensure they develop a range of skills. They have a chance to be independent as they can access the items and resources they want. For example, a child was able to get a plastic box they wanted as they wished to put the blocks in it to carry them. Children are encouraged to attempt things such as, feeding themselves, before asking for any help or support.

Care and Development — Good

Staff effectively follow and implement the settings appropriate policies and procedures. They have a good understanding of safeguarding and the procedure to follow if they have concerns about the welfare of a child. Routines are in place to ensure children can be accounted for and know what to do in an emergency. For example, regular fire drills are practised, and registers are kept of children's and staff attendance, although sometimes these are difficult to understand.

Staff have effective procedures in place to promote a healthy lifestyle. Cleaning routines including regular hand washing and tables being wiped are part of daily routines. Intimate care, such as nappy changing, is completed appropriately to prevent the spread of germs. Staff follow effective routines to make sure children have regular access to the outside area so they can be active and get fresh air. The snacks and meals provided are nutritious and staff ensure children's dietary requirements are known and catered for.

Staff have a very good way with the children and interact with them in a manner that shows them care and respect. They listen intently to what they have to say, showing interest and understanding. Staff are good role models and promote positive behaviour. Any unwanted behaviour is dealt with quickly and calmly by staff to avoid it escalating. For example, when a child began running inside, a staff member quickly intervened and distracted the child away to another activity. Staff interact effectively with the children. They join in with their play when it is appropriate to do so and talk with them regularly to extend their learning and make their experiences sociable. For example, sitting with the children at lunchtime, talking about the food they are eating and things of interest to them. Staff use praise appropriately to celebrate children's achievements, helping them to feel a sense of pride in what they are doing.

Staff have a good understanding of child development and the needs of the children in their care. They plan some suitable activities and opportunities for children that help to inspire them to learn. Staff conduct observations of the children, so they are aware their interests and individual needs. They track children's progress and plan next steps in their learning and this is sometimes considered in the planning. Staff allow children to be independent and give them the support they need to try things for themselves including eating and drinking.

Environment — Good

People who run the setting provide an environment that is safe and secure. Entrance to the setting is controlled, with external doors kept locked and visitors are recorded. Risk assessments and daily checks on all areas are completed. They show that nearly all hazards are managed well or eliminated where possible. For example, people who run the setting have assessed the large outdoor area and made changes to open separate smaller areas for the younger children to access. This ensures all children have access to a suitable safe place.

People who run the setting provide children with an indoor and outdoor environment that is spacious, child friendly, light and bright. The well-maintained environment provides children with a warm and welcoming atmosphere. The attractive displays celebrate children's work and gives them a sense of belonging. There are different rooms available which allow children to be grouped according to their ages and stages of development. This provides the space children need to play and learn. Outside has recently been reviewed and different areas created. There is a large and inviting space at the back of the premises in which children can explore and learn about the world around them and develop a range of skills. This includes fixed play equipment for climbing and accessing natural materials such as sand and water. The two new areas developed at the front of the building give younger children a specific outdoor play area. This allows them to explore the space freely and safely.

People who run the setting have equipped the environment with suitable resources and equipment that are appropriate for the ages and stages of development of the children. The areas of learning have been created to support children to use their imagination. For example, ball pit in the toddler room and role play area outside that children had decided was an ice cream shop. All toys and resources are of a good quality and stored appropriately so they are kept clean. Most items are stored at an appropriate height so children can access them freely. However, the availability of natural materials and loose parts that would further help to inspire children and develop their curiosity, problem solving skills and investigation are limited. It would also allow children more opportunities to be able to follow their interests. Facilities such as toilets are easily accessible and suitable nappy changing areas ensure children's dignity.

Leadership and Management — Good

People who run the setting manage it well. They have a very good understanding of the care they provide and are actively involved in the day to day running. They have listened to recommendations from previous inspections and made positive changes to the setting and care provided. Policies and procedures are reflective of the setting and updated when required. The statement of purpose provides parents with the information they need to decide if it is the right care for their child.

People who run the setting regularly review the care they provide to ensure it meets the children's needs. The annual quality of care considers the views of parents, children and staff. Improvements are planned and made and these consider the results of the self-evaluation and advice from outside agencies. For example, changes have been made to the rooms being used by the children and the outdoor areas. This helps ensure space is suitable and children are safe.

People who run the setting have developed a good team of staff who work together well to ensure they supervise children sufficiently and the setting runs smoothly. They ensure the appropriate adult: child ratios are being met. People who run the setting ensure staff are fully aware of their roles and responsibilities and implement the policies and procedures appropriately. Staff have regular opportunities to speak with managers to share their ideas. Those staff we spoke with said they were happy and felt supported, knowing they could approach management for any help they needed.

People who run the setting keep parents up to date and informed about their child's experiences and development. They regularly send pictures and information to parents via an app. Children's sense of belonging within the community is supported and developed as staff plan regular visits to local places of interest. These include the library and nearby parks.

Summary of Non-Compliance	
Status	**What each means**
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people's well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A
8	The Responsible Individuals may be placing children at risk of harm as the appointed person who is regularly in charge of the setting does not have the relevant qualification or experience necessary to manage the service.	Achieved
27	The Responsible Individuals have not ensured they have regard to the statement of purpose and the number and needs of the relevant children in relation to safeguarding, promoting their health and welfare, and having a sufficient number of suitably qualified, skilled and experienced persons looking after the relevant children.	Achieved

25	The Responsible Individuals had not ensured the risk assessments undertaken by the person in charge were effectively implemented.	Achieved
20	The Responsible Individuals have not made proper age appropriate provision for the care and supervision of children.	Achieved

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
Standard 5 - Records	To ensure registers clearly show what staff are caring for what children at any time.

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice

Recommendation(s)
To provide more child led activities and resources to ensure children have a range of experiences and can follow their interests.
To provide children with more access to natural materials and resources that would further help them to develop their creativity, problem solving skills and imagination.

Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being.
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

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