Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

St Aubin Nursery

St. Aubin Nurseries Ltd
34 Archer Road
Penarth
CF64 3HL



Date Inspection Completed

02/11/2023

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About St Aubin Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	St Aubin Nurseries Limited
Registered places	116
Language of the service	English
Previous Care Inspectorate Wales inspection	24th May 2018
Is this a Flying Start service?	
Does this service promote Welsh language and culture?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.

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 are happy, relaxed and enjoy their time at the setting. They are confident to express their ideas and opinions and can make decisions about how they spend their time. They are developing positive relationships with each other and staff. Children's independence skills are developing well.

Staff are kind, caring and offer reassurance to children when needed. They engage well with children, supporting their play and building their confidence. Nearly all staff have a strong understanding of their roles and responsibilities to keep children safe and healthy.

The environment is safe, clean and secure. In general, there are robust processes in place to ensure the safety of the environment. There is a wide range of equipment and resources both indoors and out to encourage children to play and learn. The environment provides children with good opportunities to make independent choices in their play and develop their self-help skills.

Leaders are committed to running a quality provision. Appropriate recruitment procedures are followed. Staff are suitably qualified and undertake a suitable induction and probation period. Staff are very happy at the setting and feel supported in their roles. Relationships with parents are good.

Well-being — Good

Children have good opportunities to make choices and decisions about how they spend their time. Nearly all children can freely move around the various play spaces available to them. Children have access to a good range of toys and activities. They choose where and what they want to play with. For example, a child confidently and competently self-selected a box of dinosaurs from a shelf in the playroom, showing familiarity and a feeling of empowerment to make a choice, knowing this will be supported. Children express themselves confidently, as they know they will be listened to. We saw, children asking for more jelly at lunch time, which was warmly responded to.

Nearly all children are very happy and settled at the setting, they feel valued and have a strong sense of belonging. They clearly enjoy being in the company of other children, forming warm and affectionate friendships and developing secure relationships with staff. We saw, children happily initiate sitting on staff members laps when reading stories. During circle time children confidently join in, choosing songs to sing. Overall, babies settle well. However, a few became upset when key members of staff leave the room. Staff sing to soothe and distract them. Children receive lots of encouragement and praise from staff for their efforts, giving them the confidence to play and learn.

Children enjoy their play and learning, they benefit from a range of play opportunities to develop, learn and use their imagination. For example, babies access trays filled with various materials such as soil, providing them opportunities to explore and enhance their sensory play experiences. Children are enthusiastic and fully involved in the activities on offer. The activities sustain children's focus, meet their interests and are suitable for their age and stage of development. We saw children playing outside, working together to build a bridge. Jointly problem solving to move different pieces of wood into place to extend the bridge, demonstrating perseverance and gaining a sense of achievement when working together.

Children are beginning to develop a wide range of skills as they play and engage in routines. They have good opportunities to become independent, enabling them to do things for themselves. Older children access the toilet independently and wash their hands competently, while younger children are offered support when needed. At mealtimes babies ably feed themselves. Older children are encouraged to serve themselves or are supported to do so, from bowls placed in the centre of the table with serving spoons. Many children pour their own drinks. This promotes children's self-help skills and building their self-esteem.

Care and Development — Good

Nearly all staff have a strong understanding of their roles and responsibilities to keep children safe and healthy. The setting has a range of detailed policies and procedures to guide staff and outline expectations. Staff have a sound knowledge of safeguarding issues, procedures and are aware of their own duty to report any concerns. Staff implement appropriate procedures to support children when recording and reviewing accident, incident, and pre-existing injury forms, which are shared with parents in a timely manner. Medication is administered and recorded by staff in accordance with the policy.

Staff follow and promote good hygiene practices. For example, younger children are supported to wash their face and hands after eating. Also, children are supported to wash their hands after having their nappy changed, embedding good hygiene routines from an early age. Toileting practices for younger children does not always maintain the child's privacy and dignity. For example, not all children were actively screened when accessing the potty and could be viewed by other children and adults nearby. Younger children are encouraged to rest during the day. Most have appropriate areas to do so. However, babies sleeping arrangements do not follow current guidance. For example, at parents' request, some children are placed to sleep in baby bouncers or on beanbags, which does not offer a firm or flat surface. Staff were also seen rocking babies to sleep for extended periods of time, as they struggled to drift off to sleep. This was partially due to the brightness and busyness of the playroom, as other babies were still playing around them.

Staff provide a wide range of freshly cooked meals and snacks, which offer balance, variety and promote healthy eating practices. Staff keep children well hydrated by ensuring most children have independent access to water in their playrooms, as well as at mealtimes. Staff follow robust procedures when dealing with children with allergies, intolerances, and preferences. Mealtimes promote opportunities for children to talk about their day, ensuring it is a relaxed, social and an enjoyable experience. Staff promote children's physical development and the benefits of getting out into the fresh air, through regular access to the outdoor play environment along with accessing the local community for walks.

Staff interact very well with the children and build positive relationships with them. They are warm, kind, patient and offer reassurance when needed. Staff implement a positive approach to behaviour in line with the setting's behaviour management policy. Staff frequently praise and reinforce positive behaviour.Staff know the children well. They carry out regular observations of the children which supports them to track their development. This informs staff to plan opportunities to support the child's developmental next steps and ensure they are meeting the child's individual needs. The setting is taking steps to embed the principles of the Curriculum for Wales. Some staff promote the Welsh language, through introducing counting and colours during some activities.

Environment — Good

The setting is safe, clean and secure. There are effective practices in place to accurately record visitors, staff and children's time of arrival and departure. There are robust procedures in place to ensure the safety of the environment, including carrying out regular fire drills, thus ensuring staff and children know what to do in the event of a fire. There is an extensive range of risk assessments in place to maintain a safe environment. Activities and key routines carried out with the children are also robustly risk assessed. Staff use a daily checklist of the premises to identify and where possible eliminate any risks to children's safety. However, during the inspection we identified some maintenance issues which had not been identified or suitably actioned. For example, two toilet cisterns did not have the lids secured and pose potential issues for children to have their fingers trapped. Leaders acted immediately to address these issues.

The environment offers good facilities to care for children. All rooms are equipped with high quality and suitably sized furniture for the age of the children. The layout of the environment helps children to move around their allocated play spaces freely. Children eat their meals and snacks in their individual playrooms, minimising the movement across areas. In most playrooms this extends their time to play. Bespoke highchairs assist most young children to sit together, enabling them to fully experience the social benefits of mealtimes.

The setting has an extensive range of toys and resources which are of good quality. Some real-life, natural, and recycled items are used to enhance a few areas of the environment and support children's play experiences. For example, the use of stainless-steel bowls and pots along with the 'chip shop' area, mirrors real life experiences and promotes curiosity. Resources are mostly organised and displayed attractively on low level shelving units, so they are easily accessible and inviting to children.

The outside space is accessible directly from the older children's playroom and is of a suitable size. The space offers a range of experiences. For example, a large mud kitchen and sand tray, which supports creativity and imaginative play. There is sufficient space for larger equipment to promote physical play. For example, a climbing frame, bikes, and large blocks which children use to balance on. For babies there is a dedicated area which is secured by a low-level fence. This provides them protection with the option for socialising with older children. The wall around the perimeter of the outside space, offers security and privacy for children when they play.

Leadership and Management — Good

Leaders are committed to providing a quality service and respond positively to recommendations for improvement, to promote good outcomes for the children and staff. A comprehensive statement of purpose provides parents with the relevant information about the setting, so they can make an informed choice. There are extensive policies, procedures, and documentation in place, which have been tailored to reflect the setting and support the running of the service. Documents such as children's contracts are signed and exchanged with parents prior to the children starting at the setting. Key information is sought to support the child's experiences at the setting.

Leaders are aware of their responsibilities to undertake self-evaluation procedures. They seek the views of parents, children, staff, and other professionals. As part of the process, they produce a report which reflects on the previous year, alongside identifying areas for improvement for the coming year which drives improvement. However, the most recent report was not available to view during the inspection. There is a commitment to holding regular team meetings where key information is shared with staff. The team meetings provide some opportunities for staff to express their thoughts, ideas, and views.

Leaders understand their responsibilities to ensure that staff are recruited safely, have the necessary qualifications and experience required to care for the children. They have also ensured that nearly all staff have completed the required mandatory training. New staff undertake a probation period which includes a robust induction process thus supporting staff to understand their roles, responsibilities, values, and ethos of the nursery. Regular supervisions and annual appraisals are carried out with staff, which follow a template to offer consistency and provide staff with some opportunity to reflect on their practice. Staff we spoke with shared how they feel well supported in their roles and proud to work at the setting, referring to it as a '*family*'.

Staff have strong relationships with parents. They keep them well informed providing regular updates regarding their children's experiences at the setting, via the settings communication App. Parents we spoke to were highly complementary about the service. They told us they feel reassured and relaxed when leaving their children at the setting, because they are having a great time. They shared how their children's individual needs are met by staff who genuinely care for the children and work extremely hard to support them.

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

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 4 - Meeting individual needs	Ensure consistent practices are followed by staff when maintaining the privacy and dignity of children during toileting routines.

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)
Review sleeping practices for babies, ensuring they are in line with currant guidance and promote a conducive environment in which to sleep soundly.
Develop the use of the Welsh language across all age ranges.
Review current maintenance reporting procedures to ensure they are effective.

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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