Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Hazelhurst Children's Nursery

Hazelhurst Childrens Nursery
120 Plymouth Road
Penarth
CF64 5DN



Date Inspection Completed

11/08/2023

About Hazelhurst Children's Nursery

Type of care provided.	Children's Day Care Full Day Care
Registered Person	Nina Jenkins Ian Boyce
Registered places	70
Language of the service	English
Previous Care Inspectorate Wales inspection	15 March 2022
Is this a Flying Start service?	Click or tap here to enter text. No
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.

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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 high levels of confidence and communicate their wishes effectively, knowing their opinions and interests are valued and acted on. They are active and curious learners who enjoy making choices about what they want to do. They play together well and make up games around the garden. They are developing well and can take part in planned activities or follow their own interests. Children interact well and relationships with their peers and those caring for them are good. Staff are professional, appropriately qualified and take their responsibilities seriously. They have a good understanding of how to keep children safe and healthy. Staff understand and implement the setting's policies and procedures well. They follow good hygiene practices and consistently remind children about keeping safe. Staff plan, carry out and evaluate activities effectively.

People who run the setting have effective measures in place to ensure the environment is safe and secure. They implement systems so that environment is clean, welcoming, and well maintained. Leaders monitor the use of space to ensure they can meet the needs of all children and use the outside areas effectively to support this. They have extended the range of resources and improved storage so that children can easily access them.

The leadership and management of the setting is effective. They have good systems in place and have established a team of staff who work together well, according to their identified skills and experience. Staff listen to children, parents, and staff, involving them in making decisions and the annual review of the setting. Staff are recruited and employed in line with the regulations, feel well supported and enjoy their work. Parents are very complimentary, speaking highly of the staff and the care their children receive.

Well-being	Good

Nearly all children are confident communicators through verbal and non-verbal gestures. For example, during lunch a younger child made it known that they wanted more food, and it was provided by staff. Children speak and express themselves well and know their wants and needs are listened to. They come and tell us their names, ask ours and show us what they are doing. Children have good opportunities to make choices and decisions about what affects them, such as choosing which area they want to play in and with what toys, Children are aware that they have options such as whether to join in an activity, or when they want their nappy changed. A child shook their head when asked to have their nappy changed, and staff waited for another opportunity. Children feel safe, happy, and valued. They are active and express enthusiasm and enjoyment during their play. For example, children laughed loudly as they played ‘three little pigs’ in the outside playhouse, with a staff member acting the part of the wolf. Children have a good sense of belonging and are forming meaningful relationships with their peers and staff, including them in their play and going to sit on their laps. They spontaneously smile at staff and other adults around them. Children go to staff for reassurance and smile as staff sing or read a story with them. Children show familiarity with their routines. For instance, after lunch, nearly all children know where to go for their nap and settle well, as they feel secure. Others routinely line up ready to go to the outside area.

Children interact well with each other and staff. They talk to staff about their play and many children enjoy playing together, especially outside. We saw a small group ‘cooking’ in the mud kitchen, stirring the content they collected in the saucepan, negotiating who was going to put the food in the oven first. Children co-operate well and are actively interested and engaged. Children are clearly familiar with the expectations of their behaviour and respond positively to gentle reminders from staff to share, listen and use kind hands.

Children are curious and enthusiastic in their play and learning. They enjoy a good balance of self-directed and adult led play. They access a wide variety of activities and resources appropriate for their age and stage of development. Babies access toys they like and enjoy playing with staff at the tuff tray, repeating new sounds and words and pulling themselves up to stand. Older children spent a good length of time playing with figures in the foam or drawing and colouring their ‘masterpiece’ that they proudly showed staff. Children show great excitement and smile broadly as they run outside to seek out their favourite activity such as riding tricycles. Children are animated as they tell staff about their trip to the seafront, one showing a flower they had brought back for their parent, beaming proudly.

Most children are developing independence skills appropriate to their age and ability. Older children use the toilet, wash, and dry their hands on their own, while others are supported by staff. Children eat independently at lunch time and babies are given time to develop these skills, with much encouragement from staff. Children are learning to respect their toys and to keep the environment safe for others, by tidying them away after they use them. They are also learning to care for themselves effectively by listening to reminders to ‘be careful’ and ‘slow down.’

Care and Development Good

Staff are effective in keeping children safe and healthy. The setting has a good range of policies and procedures in place to support staff, including a safeguarding and additional learning needs policy and procedure. Some of these have been reviewed during this inspection. Staff understand their responsibility to be vigilant and understand the processes

to follow to deal with any safeguarding concerns. They receive safeguarding training and keep up to date with all relevant information. Staff consider children's individual health needs appropriately, providing care in line with their requirements. A member of staff has been appointed as lead person to liaise with the setting, parents and the local authority regarding additional learning needs and behaviour management. As a result, the additional learning needs policy has been updated and significant changes to how behaviour and individual needs are monitored and supported are being implemented. The setting offers a range of healthy and well-balanced meals and snacks which are freshly prepared on site. Staff are clear regarding providing food for children with allergies and food preferences. They appropriately record, maintain and review accident, incident, and medication records.

Staff interact very well with children and build positive relationships with them. They are warm, kind and offer reassurance to children when needed. For example, we saw a child looking to a staff member for comfort as they woke up. The staff member was sensitive and attuned to their non-verbal cues, monitoring them as they were unsettled. They stayed close to the child, using gentle and calm tones to reassure them. Staff understand the behaviour management policy and implement positive behaviour management strategies well. Staff praise and reinforce positive behaviour at every opportunity for example, when they share a toy successfully or take turns when playing a game.

Staff are very familiar with the children in their care. They support children to speak and express themselves, as they respond to their questions and requests. Key worker staff conduct regular observations of the children, which supports their understanding of each child's individual needs. They share this information with parents on the electronic communication app and use this information to support children when they move into other areas of the setting or when moving onto school. Staff plan well for all age ranges, especially during the busy school holiday periods, where they take small groups of children on trips off site. They promote exciting and engaging opportunities for a wide range of skills and experiences. They are currently implementing a new method of planning and monitoring children's development, in line with the New Curriculum for Wales and the curiosity approach. Staff encourage children to follow their own interests and support this. A few staff members are fluent Welsh speakers and whenever possible, they are allocated as key workers to Welsh speaking families. Other staff are learning basic Welsh and use it incidentally during the day with children. There are some bi-lingual displays and signage around the setting.

Environment — Good

Leaders ensure the environment is safe and secure. They have risk assessments in place that cover most areas of the setting, and some have been further expanded or developed during this inspection. For example, a sleep policy/risk assessment and how car seats are used safely to transport children. Staff operate a robust procedure to provide a secure entrance, which is supported by an effective procedure to welcome children in each day. Staff keep records of all visitors to the setting. The premises are well maintained, with required servicing of gas, electric and fire systems in place. Staff operate fire drills regularly as well as carrying out regular checks of the alarm system. They employ a person to carry out general maintenance of the building, including an extensive redecoration schedule.

Leaders provide an environment which is bright, welcoming and that provides good facilities for the care of children. Staff carry out regular cleaning of toys and equipment. Staff adapt an area for older children to sleep within a base room and young children have a sleep room with cots. There is a designated dining area downstairs and, areas are adapted within some base rooms for children to eat, for example the baby room. There are appropriate nappy changing facilities and toilets on each floor, near the base rooms. The outside areas are well-designed and are used regularly as part of the daily routine. There are different play spaces for children of different ages, with different play opportunities and experiences for children in the open air. For example, planting and physical activities. Leaders have provided canopies to provide shade and some areas are naturally shaded through the day. There are two offices where meetings with parents and staff can be held confidentially and a staff room, which has been recently renovated, providing good facilities for staff to take breaks.

Leaders have significantly improved the resources, equipment, and storage since the last inspection. There is a wide range of equipment available in each base room and most resources are easily accessible, promoting independence. Children access resources which are appropriate for their stage of development and promote their curiosity and discovery. They learn about aspects of diverse cultures and children’s work is displayed prominently in the playrooms. Outside, resources are plentiful and interesting, including a large outdoor kitchen, tables, and chairs, balancing resources, and many opportunities for messy and physical play. Children have facilities for planting flowers, fruit, and vegetables, promoting their understanding of where food comes from.

Leadership and Management — Good

Leaders are experienced and keen to provide a safe, flexible, reliable service for children and their parents. They are well organised and ensure that procedures are in place to support the operation of the setting. Leadership and management is effective in many areas and others, such as additional learning needs, have been reviewed and procedures updated. Leaders need to ensure that the improvements made are effectively embedded in the setting, monitored and effectiveness reviewed. The registered person demonstrates a strong commitment to resolve any matters that require improvement. They have recently updated policies, procedures, and documentation to ensure they are robust and are in line with current legislation. For example, the medication policy, safeguarding policy, and additional learning needs policy. There is a clear statement of purpose that outlines how the setting operates. Staff maintain many records electronically and the setting is registered with the Information Commissioners Office to ensure that they store information in line with the data protection legislation.

Leaders have appropriate arrangements in place to monitor the care provided and they evaluate many aspects of the service well. In the main, they successfully identify improvements that are required within the quality of care review process. Leaders are committed to ongoing progress and addressed nearly all the matters identified at this inspection promptly. They complete the required CIW online Self-Assessment of Service Statement (SASS) and submit it when requested. The setting is working towards a local authority quality assurance scheme.

Leaders recruit and employ staff in line with the regulations and national minimum standards. They ensure a suitable number of staff have a relevant qualification and deploy them well within the different areas of the setting. Records and information from staff show that staff receive a thorough induction for their role and are clear about their responsibilities. The leaders provide good daily support to the staff team. Staff told us they feel supported by the management, enjoy their job and have regular training to keep their knowledge updated. Records show that staff receive regular supervision and an annual appraisal, in line with the policy.

Leaders have good partnerships with parents, local authority, schools, and training providers. They work closely with parents, keeping them well informed and updated both verbally and via a secure electronic app, sharing photos and key information. CIW received very many surveys from parents which were all exceptionally positive regarding the staff and the service they receive. Leaders have established useful links with the local authority and receive support and funding for training. The setting operates the local authority Gold Standard Healthy Snack Award Plus and are working towards the Healthy and Sustainable Pre-school award.

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
37	The registered person failed to ensure that children have access to a suitable range of resources. Ensure that children have suitable age appropriate resources to meet the needs and interests.	Achieved

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)
	No NMS Recommendations were identified at this inspection

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)
Ensure that changes to policies and procedures are effectively embedded in practice and are monitored and evaluated effectively.

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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