



Inspection Report

Seren Fach Nursery

**Seren Fach Nursery
School Close
Ponthir
Newport
NP18 1GA**



Date Inspection Completed

20/09/2024

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About Seren Fach Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Seren Fach Childcare Ltd
Registered places	95
Language of the service	English
Previous Care Inspectorate Wales inspection	7 December 2023
Is this a Flying Start service?	No
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.

<u>Well-being</u>	Excellent
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children have excellent opportunities to make choices and influence the direction of their play. They are extremely happy and relaxed in their relationships with staff, showing significant trust and warmth. Children behave very kindly and considerately, communicating effectively with both adults and their peers. They are independent and highly confident in their own abilities.

Staff have a good understanding of their roles and responsibilities to keep children safe and healthy. They care for children in a kind, nurturing and relaxed way. They support children's learning and development thoughtfully and facilitate a variety of exciting activities to stimulate interest.

People who run the setting have sound systems and procedures in place to ensure the environment is safe, clean and secure. The premises are welcoming and friendly and provide good space for children to play both indoors and outdoors. Resources provided are varied, interesting and age appropriate.

People who run the setting are experienced and manage the nursery effectively. They have a good understanding of the regulations and National Minimum Standards. They have clear strategies to improve the service, and they use robust processes to ensure safe staff recruitment.

Well-being**Excellent**

Children thrive at this setting as they have a strong voice and excellent opportunities to make choices. They choose their activities freely and understand they will receive help or support if they request it. Children share their feelings regarding whether they wish to engage with activities and routines. For example, a toddler clearly expressed they wished to have their nappy changed later as they were deeply engaged in a story. They had confidence to share this as they knew their feelings would be respected.

Children feel safe at the nursery as they have very warm relationships with staff. They display strong bonds through showing great delight when staff join them to play when invited or through cuddling into a staff member when they feel unwell. Children of all ages are familiar with daily routines and find joy in them. For example, a toddler giggled and cuddled their bib after being asked to choose one from a selection. Children receive encouragement and praise from staff when learning new skills, which gives them the confidence to learn and explore.

Children behave and interact very well for their ages and stages of development. They share resources sensitively and instinctively when engaging in activities such as water and craft. Children thoughtfully show their affection through making a staff member a play-dough heart and showing their friends pictures they have drawn. Children of all ages show care for their friends by doing up the straps on their shoe or giggling together as they lie on the floor listening to 'Sleeping Bunnies'. They respond well to praise and enjoy engaging in meaningful activities initiated by staff.

Children of all ages experience interesting and developmentally appropriate opportunities that promote their all-round development. They focus for a sustained length of time on provided activities such as cutting and sticking and on self-instigated play such as working together to set a table for dinner in the home corner. They are very self-motivated to initiate their own play and show considerable focus to reach a target. For example, pre-school children work methodically to fill a tub with water and then show great excitement when they open the tap to let the water flow out. Children value the opportunity for active play in the outside play areas.

Children develop well and demonstrate curiosity. They are encouraged to select their food and eat with independence appropriate for their age. Older children are confident at washing and drying their hands, while younger children do so with guidance.

Staff follow clear policies and procedures to ensure children are healthy and safe. They consistently demonstrate effective hygiene practices such as wiping tables before and after use, washing their own hands and helping children to do theirs. Staff members confidently identify emerging risks within the rooms. They carry out effective risk assessments when introducing a new activity and supervise children well as they play. The nursery chef serves healthy, nutritious food and staff follow clear procedures to manage allergies and individual dietary requirements. Pre-school and toddler children have access to water bottles in their rooms, while babies are provided with drinks through the day. Staff members follow suitable nappy changing procedures and record changes appropriately. They implement clear procedures for the recording of accidents, incidents and pre-existing injuries. People who run the setting review these regularly to identify concerns or patterns. Staff ensure parents complete forms to request the administration of medicine, but the form used doesn't clearly identify the time it is administered. Staff members confidently recognise signs and symptoms of abuse and are aware of their responsibility to report safeguarding concerns to the relevant authorities. People who run the setting conduct regular fire drills to ensure children know how to evacuate the building safely in an emergency. They record these effectively.

Staff deliver warm, skilful care. They know the children well and meet their individual needs thoughtfully. For example, we saw staff members working well together to ensure children could continue to play while others washed their hands. Staff stimulate children constantly through thoughtful, natural questioning as children play. For example, while playing with water, they ask "*What if it spills over? Is it going to go fast or slow do you think?*" They provide careful guidance to build children's skills, confidence and independence. Staff offer consistent praise and encouragement to children to provide reassurances and boost confidence. They act as good role models through positive, friendly interactions with each other and children. Staff provide careful explanations to ensure children understand why behaviour is needed, for example, "*Not on his head, he doesn't like it.*"

Staff support children's learning and development well. They have embraced the Curriculum for Wales through providing a range of planned activities which run alongside impromptu activities focused around children's interests and questions. Staff in all rooms track children's development and identify next steps. They use a very effective system of transition between rooms to ensure consistent care. We heard a small amount of incidental Welsh.

Environment

Good

People who run the setting have created an attractive, safe and stimulating environment that meets the needs of children well. Staff ensure only authorised access to the nursery and the outdoor areas are fenced securely. They sign in all visitors to the setting. People who run the setting and staff undertake risk assessments for all areas of the nursery. They identify possible risks relating to children's use of individual resources, although not all risks are identified for some. Staff complete daily, weekly and monthly checklists, and identify and remove emerging risks through the day. People who run the setting have clear systems for staff to report required maintenance. A fire risk assessment is in place and people who run the setting ensure routine safety checks are undertaken in a timely manner. Staff ensure well-maintained gates are always closed to ensure children do not have unsupervised access to higher risk areas.

The nursery environment offers good facilities for children. All base rooms are very clean, bright and stimulating. They are furnished with appropriately sized furniture that allows children to be comfortable and independent. Pre-school toilets are located adjacent to the base room to allow children to access them freely. Nappy changing facilities are accessible and well equipped. Bathrooms are well stocked with soap and paper towels to promote an infection free environment. Older babies and toddlers eat their meals and snacks together in a shared area, while pre-school and younger babies eat within their base rooms. All eating areas are appropriate for the age of the children. Babies have a dedicated sleep room equipped with clean, well-maintained cots, while toddlers use a soft play area within the setting's sensory room. Both areas are suitable spaces for children to rest in comfort. Each age group of children has access to a dedicated outdoor area within the setting's grounds. This ensures they have a safe space to engage in active play with children of their own age. Pre-school and toddler children benefit from free-flow access from their base rooms which aids their independence and allows them to follow their interests. Children also have access to a well-equipped shared play area and sensory room, to allow their day to be varied.

Toys and resources are very well-maintained and of good quality. They are varied, stimulating and age appropriate. There is a good balance of real-life items and toys in all rooms, which allows children to be creative and use their imaginations. Items for children are stored at low level to aid their independence. Each outdoor area contains an exciting range of active and creative resources.

Leadership and Management

Good

People who run the setting are efficient in their management and are committed to ongoing improvements. They keep Care Inspectorate Wales up to date with any changes and send in regular notifications and documents as required. People who run the setting have created a written statement of purpose which provides parents with an accurate picture of how the service runs. They have a clear set of policies and procedures to guide the running of the setting, together with an appropriate system for ensuring they are updated and match the practises of the nursery.

People who run the setting are very reflective and keen to deliver a quality service to families. They make appropriate responsive changes to ensure this. People who run the setting create a quality of care report and meaningfully consult with parents, staff and children to feed into this. They set clear objectives and targets to act upon these viewpoints and drive improvements in the provision. The setting has a complaints policy that sets out procedures to follow in the event of a complaint, however it does not specify procedures in the event of a concurrent investigation.

People who run the setting actively support staff to provide a quality care provision to children. They make appropriate checks to ensure staff are suitable to work with children before they take up their post and provide a clear and detailed induction process when staff begin their role. People who run the setting ensure staff have up-to-date safeguarding, first aid and food hygiene training. They also provide access to a wide range of online learning to provide opportunities for staff to upskill and develop their knowledge. People who run the setting carry out regular staff supervisions and annual appraisals to ensure staff have the opportunity to reflect on their practise, raise any concerns and identify areas for personal development. Staff we spoke with told us that they feel listened to and supported. People who run the setting ensure there are always enough qualified and experienced staff working with children. Staff follow clear procedures to record their attendance and that of the children in their care.

Parents we spoke with expressed very high levels of satisfaction with the nursery and the communication with staff. They were complimentary of the care their child received and noted that the staff were friendly and supportive.

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
25	The provider must ensure that risk assessments both inside and outside are robust and identify all hazards and the risks these pose to children and sufficient safeguards are put in place to minimise these.	Achieved
27	The provider must ensure there are sufficient numbers of staff present to maintain ratios to safeguard and protect children's welfare.	Achieved
30	The provider must ensure that daily attendance registers clearly show children's hours of attendance and the names of staff looking after them in each room at any one time.	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.

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 11 - Medication	Clearly record time medicines are administered
Standard 7 - Opportunities for play and learning	Increase the use of spoken Welsh throughout the setting
Standard 24 - Safety	Identify all possible risks for play equipment in written risk assessments
Standard 19 - Complaints	Ensure the setting's complaints policy sets out procedures for concurrent investigations

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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