Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Upsa Daisy Day Nursery Limited

The Old School Building
Stanley Street
Cwmfelinfach
NP11 7HF



Date Inspection Completed

06/08/2024

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About Upsa Daisy Day Nursery Limited

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Upsa Daisy Day Nursery Ltd
Registered places	44
Language of the service	English
Previous Care Inspectorate Wales inspection	12 June 2019
Is this a Flying Start service?	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.

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 and settled. They have formed close relationships with staff which makes them feel safe and secure. They follow their interests, and their views are considered. Their independence skills are developing by participating in a variety of experiences.

Staff keep children safe and implement successful policies and procedures. Interactions between staff and children are consistently warm and nurturing. Staff have a good understanding of the individual needs of children in their care and promote children's play and learning by planning a range of activities.

The environment is safe and secure and risk assessments are in place for all areas of the setting. Staff follow good infection control procedures to ensure the environment is clean. Playrooms are welcoming, spacious and organised. A good variety of toys, resources and experiences promote children's all-round development.

The leadership and management of the service is effective. People who run the service make improvements where necessary to benefit the children in their care. Staff feel supported and enjoy their work. Policies and procedures are comprehensive. Parents are complimentary about the care their children receive.

Well-being — Good

Children follow their own interests and have many opportunities to choose how they spend their time. For example, they choose between indoor messy play and construction or spending time in the outdoors using physical equipment or relaxing. We heard older children making a variety of requests including *"Can I go outside please?"* They confidently tell staff when they are ready to move on to the next activity saying, *"I don't want to play this game anymore."*

Children feel safe and happy because they have strong bonds of attachment with staff. Babies and younger children smile in recognition of their key workers, and we observed children seeking out hugs and cuddles when they were upset, with staff providing comfort and reassuring words. Children receive frequent praise for their efforts enhancing their self-esteem. For example, a baby became very excited when staff encouraged, clapped and cheered as they attempted to walk independently.

Children form close friendships and interact well. They enjoy one another's company and play happily together. Most children cooperate and readily share resources. We observed two children working together on a construction model as they helped one another find the parts they needed. Younger children cooperate and take turns as they play a game of 'peek a boo'. During lunch times, older children enjoy chatting to one another about their interests. They respond well to occasional prompts from staff showing that they are learning to manage their own behaviour.

Overall, children are motivated and engage well in the activities on offer. However, we noted that current routines mean that older children are sometimes kept waiting unnecessarily. For example, when lining up to wash their hands or when waiting for staff to apply sun cream, resulting in them becoming restless and less engaged. They choose from a good range of worthwhile activities and resources and sustain interest in their play. For example, a group of children confidently told us how they had made playdough from water, flour and lots of mixing. They were engaged in role-play as they used cutters to create their own food items and placed them in the oven to bake. One child said, *"I'm making a cake with peanut butter, because it's my favourite".*

Overall, children are developing their independence skills successfully. During mealtimes, most children attempt to feed themselves using age-appropriate cutlery.
Although we did not observe snack times with older children, managers told us that they usually have opportunities to serve themselves and pour their own drinks. Older children access the toilet and wash their hands independently, with staff providing support where needed. Nearly all children help to tidy up after play and put resources away.

Care and Development — Good

Staff have a good understanding of how to keep children safe and healthy. They follow the settings detailed safeguarding policy and are confident in following procedures should they have a concern about children's safety, welfare or well-being. Staff keep accurate records relating to accidents, incidents and pre-existing injuries which are formally evaluated to identify any emerging patterns. All staff hold paediatric first aid training, enabling them to deal with minor accidents confidently. Appropriate systems are in place to record the safe administration of medication and parents are kept informed. However, we noted that parents do not always sign to acknowledge each entry of medication administered to children. The setting has taken part in a variety of schemes to help promote healthy lifestyles. Food provided to children is freshly prepared and nutritious and staff ensure children benefit from daily outdoor play experiences. All staff hold relevant food hygiene training and follow clear and agreed procedures to manage any food allergies or individual dietary requirements. Staff follow correct hygiene and cleaning practices as part of the infection control process to help keep children healthy and safe.

Staff have positive relationships with children. They interact in a kind, caring and patient manner meaning children approach them with ease. Interactions demonstrate warmth and kindness, and they are responsive and nurturing, recognising when children require comfort or support. They implement positive strategies with children in line with the setting's behaviour management policy such as the use of positive language and praise with children. We heard phrases such as *"Well done, da iawn", "That's amazing, bendigedig" and "Thankyou, that's so kind of you"* often. Most staff manage any unwanted behaviour with gentle verbal reminders. They act as good role models, showing respect for one another and continuously remind children to share, be kind and use their manners.

Staff follow a key worker system to successfully meet children's individual needs. They have recently implemented the new curriculum for Wales within the setting, although this has not yet been fully embedded. Staff plan a range of activities and experiences and engage positively with children during play, supporting their learning and development naturally and in the moment. Staff record examples of children's achievements; however, we did not see any formal observations or development records to show children's progress and identify next steps in their learning. Staff work closely with outside agencies to ensure they have a clear understanding of how to meet the needs of children requiring additional support. Most staff promote the Welsh language successfully, using simple words and phrases.

Environment	**Good**

Staff implement effective procedures to ensure the environment is safe and secure for children. They use registers to accurately record the time children, staff and visitors arrive and leave the premises. Staff use well established cleaning routines to prevent infection across all areas. Staff follow detailed risk assessments and frequently conduct daily visual checks of the indoor and outdoor environment to identify and eliminate any possible risks to children's safety. However, during the inspection, we identified that one of the learning areas for older children had cleaning products which had been left at a height which children could have easily accessed. Regular fire drill practices are carried out to ensure staff and children are familiar with how to leave the building safely. Fire equipment is regularly tested, and routine maintenance checks for the building and appliances are up to date.

The environment provides a welcoming and child friendly space. The premises hosts three floors with activities set out for different age groups across the lower floor and ground floor. The top floor hosts a kitchen, staff room, storage and an office. Play spaces are organised to support children's interests and cosy areas ensure children have space to relax. Sleep spaces for younger children are calm and relaxing. Children have areas to place their belongings and their work is displayed around the setting. The outside play area hosts opportunities for children to develop their physical development. Overall, the premises is well-maintained, but we found that some facilities were in need of repair. For example, during the inspection the lower ground floor toilet was out of use meaning staff were required to transport children to the toilets based on the ground floor. In the outdoor area, maintenance work such as gardening had not been completed preventing children from accessing specific play areas. Managers told us that such repairs and maintenance work was planned to be undertaken shortly after the inspection. Bathrooms are clean and well stocked and the nappy changing facilities ensure children's privacy, dignity and respect.

There is a wide range of good quality resources, furniture and equipment which is clean, well maintained and age appropriate. For example, babies access resources such as walkers, push and pull items, soft cuddly toys, musical instruments and blocks. Older children access a range of items including craft materials, games, books and real-life role-play items to support the curiosity approach. Low level storage promotes children's independence. Outdoors, children have access to items including easels, chalks, slides, see saws and a variety of ride-on toys. Staff conduct regular checks to monitor resources and ensure they are of good quality and rotate them to meet the needs and interests of the children attending. There are a sufficient number of resources to promote multicultural awareness such as puppets and dolls.

Leadership and Management — Good

The leadership and management of the service is effective. People who run the setting have a clear vision for the service and are enthusiastic about ongoing improvements. There is a clear statement of purpose, which provides an accurate picture of how the service runs.

People who run the setting ensure that staff follow detailed policies and procedures, and these are reviewed regularly ensuring that the service operates smoothly on a day-to-day basis. Detailed information about children is obtained and contracts are agreed with parents, as part of the admission process. Leaders always inform Care Inspectorate Wales (CIW) of events set out in regulations providing relevant information at the correct times to ensure that children are safeguarded, and their welfare promoted.

People who run the service have established systems in place for the evaluation of the service. They gather regular feedback from children, staff and parents to inform the quality-of-care report. In tandem with the Setting Improvement Plan, they use this information effectively to identify areas for improvement. For example, investing in new resources and providing further staff training to improve outcomes for children. People who run the service submit their Self-Assessment of Service Statement when requested by CIW.

People who run the service employ a suitable number of qualified and experienced staff to ensure children are well cared for. Staff files are well organised and demonstrate that leaders are clear about their responsibility to ensure staff are suitable to work with children. Staff receive in-depth inductions and regular supervisions and appraisals which support them in their professional development and help them reflect on their practice. Managers hold daily discussions with staff to ensure they are kept up to date on relevant information and can discuss any issues relating to the running of the setting. Staff told us they feel well supported by management and are confident to talk to them with any concerns.

People who run the service have developed positive relationships with parents. Staff share information with them daily via verbal feedback, daily diary sheets and occasionally they share photographs with parents via social media. Parents reported a good level of satisfaction with the care their children receive. One comment included *“Staff and management provide a fantastic level of care for all children and are brilliant at adapting the service to the needs of the children they care for”.* There are positive links with key professionals and agencies to ensure appropriate support is available for all children including those with additional learning needs.

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.

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

	inspection	

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	Ensure parent signatures are obtained to acknowledge each entry of medication administered to children and the medication policy is updated to reflect this.
Standard 7 - Opportunities for play and learning	Embed the new curriculum for Wales across the setting and ensure next steps in children's learning and progression are clearly identified through observation to help inform planning.
Standard 24 - Safety	Ensure potentially hazardous substances including all cleaning products are stored out of reach of children.
Standard 22 - Environment	Ensure planned work including general maintenance is undertaken in a timely manner to ensure suitability of both the indoor and outdoor environment for children's use.

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 current routines for older children to provide more opportunities for continuous free play and reduce the amount of time they are kept waiting to ensure they remain stimulated and engaged.

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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