Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Sparkles Day Nursery

Sparkles Day Nursery
Porth Plaza
Pontypridd Road
Porth
CF39 9PG



Date Inspection Completed

26/06/2024

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About Sparkles Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Person	Eleanor Hughes Hayley Alexander-Luff
Registered places	30
Language of the service	English
Previous Care Inspectorate Wales inspection	3 April 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.

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

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

Summary

Children are happy and enjoy their time at the setting. They develop trusting relationships with all staff members caring for them as they know their needs will be met. Children behave and interact appropriately for their ages and stages of development. They have some opportunities to develop skills for independence.

Staff have a good understanding of their roles and responsibilities to keep children safe and healthy. They care for children in a kind and relaxed way. Staff support children's learning and development appropriately. They facilitate an interesting variety of activities that are largely child-led.

People who run the setting have created an environment that is clean, safe and largely suitable for all the children who attend. Both the indoor and outdoor environments are suitably maintained. The indoor areas are equipped with age-appropriate resources and furniture, while the outdoor area is suitable for older children to play and learn.

People who run the setting are experienced and manage the setting effectively in line with the regulations and National Minimum Standards. They set out clear policies and procedures to guide the running of the setting. People who run the setting recruit, manage and deploy staff appropriately.

Well-being — Adequate

Children have opportunities to make choices and influence the direction of their play. They make choices freely and can make their requests to adults through verbal and non-verbal methods. Babies reach for toys they wish to play with and use early speech to show their excitement when staff members blow bubbles for them. Older children move freely around resources set up for them and make choices about whether to take part in adult guided activities. However, they are restricted to quiet activities at certain times of the day due to children sleeping close to where they are playing.

Children show pride in their achievements and are delighted when staff members recognise this and award them stickers. They have clear bonds of affection with all staff members caring for them. Children look to them for support and reassurance and always receive this. They readily approach staff for a cuddle or some comfort if they are not feeling well or are tired. Children are familiar with daily routines and take confidence from knowing transition routines such as what they need to do when it is time to go outdoors.

Children behave kindly and considerately and communicate effectively with both adults and their friends. Groups of children carefully share brushes to work together to wash the cars in a water tray; they thoughtfully move around to create extra space for more friends to join them. Younger children enjoy engaging staff members in their play, giggling as they twirl together to dance to the music playing.

Children are free to explore their environment and spend time on activities that interest them, which encourages them to learn and develop. Older children have regular exercise and fresh air, and highly value the time they spend outdoors engaged in active play. Babies did not go outdoors on the day of our visit and spent their time exploring their playroom and catching bubbles. Children engage happily with activities such as finding animals buried in the sand tray and singing related songs when they find one.

Children have opportunities to develop their independence skills through a variety of learning experiences and routines. They eat with growing levels of independence appropriate for their age. Children do not have independent access to toilets and hand-washing facilities due to a gate in place preventing this. Some older children enjoy helping staff members to tidy up resources as part of daily routines.

Care and Development Good

Staff implement effective hygiene control procedures of cleaning tables and washing hands before mealtimes. They serve healthy, varied meals and children always have access to drinking water. Staff follow clear procedures for managing allergies. They supervise children suitably throughout the setting and take prompt action when needed. For example, we observed a staff member take a child's temperature and give them water when they noticed them looking warm. Staff check sleeping children regularly. They carry out nappy changes sensitively and record these on daily feedback sheets to parents. Staff understand their duty to report and record concerns and are confident in their abilities to implement the nursery's safeguarding procedures. Almost all staff have attended paediatric first aid training and a first aid box is available in the nursery office. Staff implement clear procedures for the recording of accident, incident, administration of medicine and pre-existing injuries. They also make a record of reasons for children leaving early. People who run the setting carry out regular fire drills to ensure children and staff know how to exit the building safely in an emergency. They record this in detail and identify any issues and resulting action needed.

Staff have good, warm relationships with children. They offer praise and encouragement to provide reassurances and boost confidence. Staff encourage politeness and model this appropriately when communicating with each other. They manage children's behaviour kindly and fairly through gentle reminders such as "kind hands". They provide explanations for the requested behaviour and also the behaviours of others. For example, when a child was upset that another approached her, a staff member softly explained "she's being a nice friend". Staff carefully consider the needs of children with Additional Needs to ensure they are supported and appropriate provision is in place.

Children have sound opportunities to develop as staff understand and meet the individual needs of children in their care. Staff provide older children with a range of planned activities which run alongside free play directed by children. Younger children engage with resources within their playrooms and make requests. Staff observe all children regularly and use this information to track children's development and progress suitably. They create transition documents to inform partner schools of children's progress at the setting and future areas for development. Staff feedback to parents through daily diaries and verbal discussions at the end of the day.

Environment — Adequate

People who run the setting have systems and procedures in place to ensure the environment is safe and secure. Staff grant access to the nursery via a doorbell, and they ensure all visitors to the setting are signed in and out. Gates are in place to section the areas of the setting allocated to each age group and to ensure children cannot access the kitchen or toilets alone. Staff routinely close these. People who run the setting carry out risk assessments for all areas of the setting and specific resources and activities. They review and update these at least annually. Staff members complete daily safety checks to identify and eliminate emerging risks to children's safety. People who run the setting liaise with the building's management company to ensure routine safety checks are carried out in a timely manner. People who run the setting have undertaken a full fire risk assessment for the building and ensure firefighting and detection equipment are tested regularly.

The setting is welcoming and accessible to children of all ages. The indoor play areas are well decorated with neutral colours to create a calming environment for children to learn and play. The outdoor area is fenced securely. The layout of the play areas supports children to move around freely as they play and explore. Furniture is appropriately sized and well-maintained to allow children to carry out activities and eat their meals independently. Babies eat on floor seats with fixed trays. Staff ensure windows are opened to provide fresh air and maintain a comfortable temperature. Children's toilets are clean and functional to promote an infection free environment. This area also provides appropriate space for nappy changing. Babies have access to a designated sleep room suitably equipped with cots to create an appropriate sleeping environment. Older children sleep on mats within one of the play areas or in pushchairs. However, children sleeping on mats do not have sufficient space to move comfortably and to sleep quietly due to the layout of the mats.

People who run the setting provide good quality resources. Staff store them at low-level, so children can access equipment independently. They ensure resources inside the building are clean and age-appropriate. However, there are no natural or real-life resources to stimulate interest and curiosity. The outdoor area includes a range of resources which offer further opportunities for learning for older children.

Leadership and Management — Good

People who run the setting are efficient in the way they manage and operate the nursery. The statement of purpose provides an accurate picture of how the nursery runs, allowing parents to make an information decision about the care their child receives. People who run the setting have devised a good range of detailed policies and procedures to guide staff and inform parents. They review and update these regularly. People who run the setting are effective in their record-keeping, as they securely store all required information kept for children. Staff sign children in and out of the building and staff members also register their attendance at the start and end of the day. People who run the setting analyse accident and incident data to identify patterns and actions needed. They inform Care Inspectorate Wales of significant events affecting the setting or the children attending.

People who run the setting undertake an annual review where they consult with parents. They create a report that identifies strengths and areas they have targeted to develop and plans to achieve this. However, this report does not refer to the viewpoints of parents, staff or children. People who run the setting ensure the Self-Assessment of Service Statement (SASS) has been completed and submitted on time to Care Inspectorate Wales. The setting's complaints policy is clear but does not set out procedures to be followed in the event of concurrent investigations. The nursery has not received any complaints.

People who run the setting support staff to provide a quality care provision. They spend considerable time within the play areas to ensure they know the staff and children well. Staff we spoke with told us they feel well supported. People who run the setting ensure all staff have an up-to-date Disclosure and Barring Service (DBS) certificate. They ensure all staff have the skills, qualifications and knowledge to provide a safe service to children. People who run the setting deploy staff appropriately to ensure there are always sufficient qualified staff present to care for children. They carry out some supervisions to provide staff members with formal opportunities to discuss their professional development and any concerns they may have.

Parents consulted with by inspectors are very happy with the care provided by the nursery. They commented that their child was happy and they found staff and people who run the setting were supportive of their family.

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
22	The provider needs to ensure that the nursery's safeguarding policy states that staff are obligated to report safeguarding concerns directly to social services if needed. They need to ensure that staff understand this.	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)
Standard 7 - Opportunities for play and learning	Provide opportunities for children to use the toilet independently.
Standard 22 - Environment	Review sleep provision to ensure all children have access to a quiet environment to rest.
Standard 23 - Equipment	Provide a range of natural and real-life resources to stimulate children's curiosity and interest.
Standard 18 - Quality assurance	Reflect the views of parents and staff in the setting's annual quality of care review.
Standard 19 - Complaints	Ensure the setting's complaint policy sets out procedures for concurrent investigation.
Standard 7 - Opportunities for play and learning	Ensure that all children have daily access to outdoor areas.

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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