Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Happy Dayz Nursery Limited

The Old Colliers Arms Tavern
Lower Forest Level
Newtown
CF45 4HP



Date Inspection Completed

19/03/2025

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About Happy Dayz Nursery Limited

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Happy Dayz Nursery Ltd
Registered places	45
Language of the service	English
Previous Care Inspectorate Wales inspection	01 November 2023
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service is making a significant effort to promote the use of the Welsh language and culture or is working towards being a bilingual service.

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 content, settled and enjoy attending the setting. They are confident and interact positively with other children and staff, co-operating and playing happily together or alongside each other. Children enjoy the activities available to them and have opportunities to develop their independence.

Staff have a good understanding of how to keep children safe and healthy. They are friendly, and provide safe, nurturing care. They know the children well and offer opportunities that interests them. Staff follow and understand policies and procedures, which ensure the well-being of the children. They work together well and enjoy their work.

The environment is clean, safe, welcoming, and child friendly. It is well organised to stimulate and support children's play and learning. A good range of indoor and outdoor resources promote children's learning and all-round development.

Leadership and management of the service is good. There is a clear vision for the service and they manage their team with effective support and continuous training. Leaders have developed positive relationships with parents and carers, the community and work closely with external agencies to ensure effective care and support to all children in their care.

Well-being — Good

Children have choices and can make decisions about how they spend their time at the setting. For example, a child did not want to join in a dance activity, and they were able to continue to play independently. Children communicate confidently as they know they will be listened and responded to appropriately by staff. For example, when choosing which song to sing during circle time. Children who are not yet able to communicate verbally use hand gestures to successfully communicate their needs and wishes.

Children are happy, settled and most cope well with separation from their parents. They have good bonds of affection with staff who are kind, gentle and warm. For example, children who are upset or unsettled on arrival seek comfort from staff, who are very familiar to them which helps them settle quickly. Children are familiar with the routines which they enjoy, and this supports their sense of safety and belonging. For example, we saw children fetch their coats and wellies after snack time ready to go outside and play.

Children interact well with staff who are very familiar to them. They ask staff for support or go to them if they need reassurance. For example, we saw a child who was tired gesture to staff for cuddles. Children enjoy sociable mealtimes, chatting happily with their friends and staff while discussing their favourite foods. Interactions between children are positive and they form constructive relationships. For example, children work together to complete puzzles.

Children are interested in their play and learning. For example, children enjoy being creative as they finger paint with staff. Others enjoy constructing physical games in the outdoor area such as dinosaur races. Children persevere and show sustained interest in activities. For example, children build towers together out of plastic blocks. Children really enjoy singing different songs in Welsh and respond well to the actions and movements to go with the words in the songs.

Children have opportunities to develop their independence. At mealtimes they have opportunities to serve their own food and pour their own drinks. They access the toilet facilities freely and wash their hands independently. They help to tidy up after play and at mealtimes. They try to do things independently before staff intervene, such as doing up their own coat zips and collecting their belongings.

Care and Development — Good

Staff have a good understanding of how to keep children safe and implement policies and procedures effectively. They demonstrate a clear understanding of their safeguarding responsibilities and the action they need to take should they have a concern about a child. Staff promote health and hygiene effectively. They encourage children to wash their hands after using the toilet, playing outside and before food. Staff undertake fire drills monthly, ensuring that children and staff have frequent opportunities to practise leaving the building safely. They are clear on the safe management of food allergies, and information regarding individual children's needs is displayed discreetly for easy reference. Staff record accidents, incidents, and pre-existing injuries appropriately and share this information with parents. They regularly monitor these records to look for patterns and trends and take action to address any they find. Staff complete registers to show children's attendance accurately. They ensure children have access to regular daily outdoor play and learning experiences, bringing them the benefits of physical exercise and fresh air.

Staff are patient, caring and kind when interacting with children. They use effective strategies to promote positive behaviour in accordance with the setting's policy. For example, they distract children with another activity if they find it difficult to share or take turns and provide a clear explanation when their behaviour is not acceptable. Staff also model good social skills effectively when playing alongside the children saying thank you and praising each other during activities. Staff join in with children's play when it is appropriate to do so and talk with them regularly to extend their learning and make their experiences sociable. During snack time we saw staff chatting to the children about their favourite foods.

Staff are supportive, nurturing and engage positively with children to support their play and development. They plan activities which follow the children's input and interests. However, opportunities to promote curiosity and sustained thinking amongst children are not consistent across the setting. Staff record and identify children's progress, along with their starting points on entry to the setting and next steps in their learning. Staff make use of support from the local authority to gain advice, guidance and training to best support children who require additional support. We heard staff using some simple Welsh words and phrases with the children at circle time and throughout the day.

Environment — Good

Leaders have comprehensive policies in place and ensure the environment is suitably safe, secure, and well maintained. Staff complete effective and accurate risk assessments which are regularly reviewed. They complete daily safety checks of the environment to identify and, where possible, eliminate any risks to children's safety. The setting is clean, tidy, and well maintained. Effective cleaning routines are in place which ensures the environment is well managed in terms of infection prevention and control. The premises are secure, and a record of visitors is kept. Routine checks for the building and safety certificates are up to date.

The environment is welcoming and very child friendly. It is well decorated with calming, neutral colours, giving a relaxed and homely feel to the setting. The playrooms are spacious allowing children freedom to move around as they play. Leaders ensure the environment offers good facilities for children to be cared for. There are a suitable number of children's toilets and nappy changing facilities to meet the needs of the children that attend. These provide for children's privacy and dignity as well as support their independence. Suitable arrangements are in place to allow for confidential conversations if required. Leaders ensure children receive care in an environment that has been planned and set out to promote their independence. Staff ensure children have regular access to the outdoor area for physical exercise.

Leaders ensure furniture, equipment, and toys are appropriate, of a high standard and are well maintained. They keep a range of resources at the children's level and accessible to them. As a result, children are very familiar with fetching and returning equipment to the appropriate places. Leaders provide stimulating resources for all ages and stages of development. This promotes children's skills through sensory, imaginative, and creative play. Children's work and photos are displayed throughout the setting giving them a sense of belonging. Their personal and social development is also encouraged through access to multicultural toys and books. Leaders consider children's needs when purchasing new resources. For example, a puppet theatre allows children with emerging needs to express emotions through imaginative play.

Leadership and Management — Good

Leaders are effective in the way they manage and operate the setting and are committed to ongoing improvements. They have a very good understanding of the care they provide and are actively involved in the day to day running of the setting. They have a strong vision that they share effectively with others and regularly review. There are clear policies and procedures in place which are implemented by staff. However, some policies are not specific to the setting. There is a statement of purpose in place which provides an accurate picture of what the setting offers. This enables prospective parents to make an informed decision about using the setting. There are good arrangements in place to ensure that child protection and safeguarding is a priority.

Leaders monitor the quality of the service and plan for improvements effectively. They regularly seek feedback from parents, children, staff, and outside agencies. Leaders use this information to write an annual quality of care report which identifies strong practice and areas for development.

There is a clear system in place to ensure that staff's Disclosure and Barring Service checks (DBS) are current. Staff files are up to date and people who run the setting undertake all relevant checks to ensure staff are suitable to work with children. Almost all staff have up to date mandatory training such as first aid and safeguarding and receive good opportunities for additional training. Staff are enthusiastic, motivated and enjoy their work. They told us people who run the setting are supportive. Leaders ensure all staff receive regular supervision and annual appraisals, which enables them to identify their strengths and areas for development.

Leaders have developed meaningful and positive relationships with parents and carers. There are excellent systems in place to keep parents well informed about their child's time at the setting using an electronic app. Parents told us how supportive and helpful the staff are and how much the children love attending. They are extremely happy with how their children's independence is nurtured and encouraged and feel their children are flourishing. Leaders have good relationships with a range of professionals and the community. They make full use of a range of opportunities available on their doorstep to enhance children's learning in the real world, such as visits to the local park and library.

Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.

National Minimum Standards

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.

Standard	Recommendation(s)
Standard 14 - Organisation	Review the setting's disciplinary policy to ensure it is specific to the needs of a childcare setting.

Best Practice

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.

Recommendation(s)
Expand opportunities to promote curiosity and sustained thinking amongst children across the setting.

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