Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cardiff and Vale College Nursery (Barry)

Colcot Road, Colcot
Barry
CF62 8YJ



Date Inspection Completed

25/04/2023

About Cardiff and Vale College Nursery (Barry)

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cardiff and Vale College
Registered places	61
Language of the service	English
Previous Care Inspectorate Wales inspection	12 May 2017
Is this a Flying Start service?	Manual Insert] No
Does this service provide the Welsh Language active offer?	The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.

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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 a strong voice at this service. They know their needs, preferences and feelings will be taken into account and they can make their own choices and decisions. Children express enjoyment and they are comfortable, relaxed and very settled. Children have great opportunities to follow their own interests and they enjoy taking part in the activities on offer.

People who run the setting keep children sufficiently safe and healthy. Staff have completed mandatory training and have an appropriate system in place for monitoring children's progress and directing activities. Staff interact positively and kindly with children.

People who run the setting provide a clean, safe and suitable environment. The premises is welcoming, friendly and provides sufficient space for children to play. There is a variety of toys and resources, which are appropriate for different ages and stages of development. Unnecessary risks to children have been identified and as far as possible eliminated. The environment meets children's needs and is comfortable.

Leadership and management of the setting is appropriate and kept in an organised manner. They are passionate in ensuring they offer a high standard of care to children. They have developed good partnerships with parents and carers. There are acceptable systems in place for managing records, maintaining policies and reviewing the quality of care.

Well-being Good

Children have a strong voice. They have good opportunities to make choices and decisions about what affects them and which resources they would like to use. At snack time children are given the option of where they would like to sit and confidently choose their seats. Children move freely between different activities. Children feel safe, happy and comfortable at Cardiff and Vale Nursery. They are extremely content and show enjoyment. Children smile a great deal.

Children are settled and happy. They form close relationships with other children and staff and are familiar with all routines. We observed very strong bonds of affection, for example during lunch time, a child blew kisses at a staff member. Children express themselves well, both verbally and through non-verbal cues. They receive an immediate response to their requests and prompts. For example, when a child invited a staff member to play with her outside, the staff member responded immediately and asked the child what she wanted to do.

Interactions between the children and the staff are consistently good. The children co-operate well for their age. For example, they shared the resources when playing with mini beasts. Children have a sense of belonging and are beginning to form friendships with each other. During free play, one child asked another, *'Can I play with you?'* Children express empathy and care towards each other and listen carefully, responding and communicating with affection. For example, older children compliment one another during circle time, *"I like his t-shirt and he plays unicorns with me. He makes me feel happy."*

Children show high levels of engagement in their play and learning. They confidently engage in directed and self-directed activities. For example, children take part in a painting activity as well as accessing the climbing apparatus in the toddler section. Children play appropriately for their age and stage of development, they listen and play cooperatively, sharing resources, negotiating, taking turns and following direction from staff. For example, when a child attempted to place number cards on a number line, staff encouraged other children to support the child and to work co-operatively.

Children have opportunities to develop their skills and independence in line with their age and stage of development, which enables them to do some things for themselves successfully. For example, they access the sink independently to wash their hands and place the paper towel in the bin, they feed themselves at mealtimes, retrieve resources independently and attempt to put on their all-in ones before accessing the outdoor area. Some children gain a sense of achievement from what they do and are eager to share their successes, for example one child was excited to show they had created '*perfume for Mummy'* from natural items outdoors.

Care and Development Good

Staff are aware of their responsibilities to keep children safe and healthy. They implement appropriate cleaning and hygiene procedures. They maintain the appropriate systems for storing food safely, however not all staff members use disposable aprons and gloves whilst assisting children at food times. Nearly all staff members are aware of safeguarding procedures and can describe who they would contact if they had concerns. Staff complete medication and accident forms. Forms have been updated following the visit to reflect an accident record for each individual child. People who run the setting maintain effective registers which are accurate and reflect the exact arrival and departure times for both staff and children. However, during the visit we found staff did not sign in and out for school runs. This was rectified immediately following the visit.

Staff manage interactions positively. They act as positive role models, treating children with kindness and care. Staff praise children for their efforts and accomplishments to promote their confidence and self-esteem, *"Yay good job. High five."* They encourage the children to say 'please' and 'thank you.' Staff manage the children's behaviour well; encouraging the children to wait their turn and to be kind to their friends. Staff know the children very well and have positive and close bonds with them. Staff understand the children's preferences and are sensitive to the needs of each child. They collect detailed information about the children before they start and communicate well with parents. This ensures the individual needs of each child are met.

Staff respect children's feelings, for example by asking them if they can apply cream during nappy changing. We saw that children were comfortable with this routine. Nappy changing is carried out with dignity, care and respect. Lunch times are calm and organised. Staff ensure meals are served with care and not rushed. However, children's independence is not actively promoted as staff distribute everything. Continuous access to water is not actively promoted for all children at the nursery, however older children do have access to their own drinking bottles.

Staff support children's learning in a positive way. They are knowledgeable about children's development and plan activities accordingly. They assess children's progress frequently and monitor their learning and development well. Staff are committed to promoting the Welsh language and use Welsh frequently with the children, naming colours, numbers and alternating between English and Welsh in shorter sentences. Staff provide a balanced learning environment where children follow their interests as well as planning some structured activities, for example painting blossoms after visiting the blossom tree. Staff recognise the importance of wider community experiences and ensure children visit the local community. Staff are effective at extending children's learning and ensure they engage with them in meaningful ways during their play activities. Staff are fully aware of children's needs, routines and habits.

Environment — Good

People who run the setting have good systems to ensure the environment is safe and secure. They conduct regular fire drills and keep a log of visitors. Risk assessments are in place to ensure unnecessary risks to children are eliminated as far as possible. Staff check babies who are sleeping every 10 minutes. An alarm is used to alert staff when a check is required, and they document the checks on the daily sleep log. During the visit, we raised our concerns in relation to the curtain hanging at the end of one of the cots within the sleep room. This was removed immediately. PAT testing had expired on the day of the visit. This was rectified immediately following the visit. All other safety checks are in place.

People who run the setting ensure the premises are warm, welcoming and child friendly. The indoor areas are light, clutter free and give children space and freedom to move around. People who run the setting understand the importance of outdoor play to promote children's development. They ensure children have access to the outdoors as and when they want to. The large outdoor area is safe and secure and offers a range of good play opportunities and equipment including a playhouse, planting areas, mud kitchen and climbing equipment to name a few. People who run the setting ensure children can independently access resources by providing low-level storage, furniture and equipment. This supports their development and self-directed learning. If there are any resources which are stored out of reach, the children can request them. For example, a child pointed to a puzzle stored on a high-level shelf and staff handed it to them.

People who run the setting ensure children have access to a wide range of resources that are of good quality and are age appropriate. They are varied to keep children's interest and are sufficient in quantity to give children plentiful choice. For example, there is a range of craft resources, jigsaws, a play kitchen with cooking utensils and accessories, cars and other vehicles, books, board games and small world resources. Equality and cultural awareness are promoted throughout the practice.

Leadership and Management — Good

People who run setting have a good understanding of their responsibilities as a provider. They are committed to providing a good service and have met all the recommendations from the previous inspection. People who run the setting have a number of policies and procedures, however some of these do not reflect the correct term for the person responsible for the nursery. The Child Protection policy needed updating to state Care Inspectorate Wales will be contacted if an allegation is made. Since the inspection visit, there is a clear Statement of Purpose that accurately reflects the service provided and they have ensured the relevant Disclosure and Barring Service (DBS) checks are in place for all responsible individuals associated with the nursery. There is valid public liability insurance.

People who run the setting ensure staff have valid first aid training and provide opportunities for further professional development. During the visit, people who run the setting were unable to provide full documentation in relation to staffing as some are stored elsewhere on site. Following the visit, people who run the setting confirmed all documentation is now in staff files. People who run the setting carry out effective supervisions as well as annual appraisals with staff, and these are clearly documented. Staff are also provided 'check in' sessions with the person in charge. Staff told us how much they enjoyed working at the setting and their pride and enthusiasm was obvious, *'I feel so well supported. It's a lovely nursery to work at.'*

People who run the setting have completed a suitable quality of care report annually. They seek the views of parents and carers as well as the children. However, staff views are not included. They ensure appropriate contracts are in place for the children in their care and they provide a reliable service. People who run the setting maintain relevant permissions from parents.

People who run the setting work closely with parents. They keep them well informed about all aspects of the service and provide daily feedback on the children's time with them verbally and through an app. We spoke to parents during the visit, and all were very complimentary of the service provided, *'I'm very happy with everything here. I feel my child is safe here. Staff treat children with full respect and provide a fully bilingual service'* as well as *'They are amazing, considerate and caring.'* People who run the setting understand the importance of working in partnership to ensure children experience all the support required to meet their individual 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. 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

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 13 (Child Minder) - Suitable Person	Ensure drinking water is freely available at all times.
Standard 20 - Child protection	Ensure the child protection policy is updated to reflect CIW will be contacted if there are allegations and all staff are confident of the procedure to follow if there are any concerns.
Standard 8 - Nurture and well-being	Ensure children's independence is further promoted, especially snack time.
Standard 13 (Child Minder) - Suitable Person	Staff supervision and one to one meetings are formally recorded.

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 staff use aprons and gloves whilst handling food at snack time.
Policies are updated to reflect the correct legal entity of 'Responsible Individual.'

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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