



Inspection Report

Y Bont Nursery

**Y Bont
Ewenny Road
Bridgend
CF31 3HT**



Date Inspection Completed

15/11/2024

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About Y Bont Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Bridgend & District Resource for Children with Disabilities
Registered places	24
Language of the service	English
Previous Care Inspectorate Wales inspection	20 February 2024
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service is making some effort to promote the use of Welsh language and culture.

Summary

Children communicate confidently and can make choices and express ideas. They settle in well, having a variety of opportunities to develop skills, independence and enjoy their play.

Staff understand their responsibilities to keep children safe and healthy. They follow the setting's policies and procedures and maintain good hygiene routines as well as complete regular training. Staff have formed close relationships with children and have a good understanding of their individual needs.

This was a focused inspection. On this occasion, we have not considered the environment theme fully.

Leaders understand their regulatory responsibilities and National Minimum Standards requirements. They provide staff with ongoing support to develop professionally and have established partnerships with the nearby school, local authority, umbrella groups and wider community. Leaders and staff have formed good relationships with the families.

Well-being

Children are given good opportunities to make choices and decisions and to express their opinions. Many communicate confidently with staff and their peers, and their wishes, feelings and needs are consistently considered. Children's views and interests are valued. They have a clear voice, developing their confidence to decide where they wish to play and with whom. Children who are pre-verbal point to what they want or where they wish to go, and staff respond warmly. For example, when children were asked where they wished to play, one child pointed to the construction corner and happily began playing with blocks. Many children are active and enjoy moving around the setting. They express their enjoyment as they complete different tasks, such as navigating their way up and down outdoor slopes or creating sounds with musical instruments. The open plan, free flow approach at the setting, enables many children to move around the indoor and outdoor areas freely and independently. Many children enjoy making choices around their snacks, selecting the food they wish to eat from plates such as apples, carrots, strawberries and pancakes.

Children are very happy and settled. They have formed very good relationships with staff and their peers. They have a sense of belonging and are familiar with daily routines. Many children interact well, positively engaging in painting or water play. They join friendship groups confidently and laugh openly as they watch one another. Many children enjoy the social aspects of activities and work together to play games. For instance, during a parachute game, children listened to staff and waited for their names to be called before responding with actions, laughter and clapping of hands. Children are comfortable with visitors to the setting, such as health professionals and we saw children happily responding to these familiar routines.

Interactions between children and staff demonstrate they have close relationships. We saw children smiling as they sat around tables for their snacks and lunch. Many children are relaxed and enjoy one to one time with staff such as exploring a sensory station or show enthusiasm during group activities. For instance, during registration many children excitedly smile and wave to one another while staff sing and name each of the children with, *“hello, hello, hope you have a really nice day.”*

Many children show interest when participating in activities. For example, children enjoy time to look at books with staff, with a few happily naming objects on pages. They laugh openly when staff arrange cars on a slope and say, *“ready, steady,”* with few children shouting *“Go!”* as they push the cars. Many children concentrate for periods of time as they explore resources, such as shaving foam or water. We saw children responding with interest in the outdoor pagoda as staff supported children to mix paints before painting a large panel with one child saying, *“purple, porffor.”*

Many children are developing their independence skills and are provided with opportunities to do things for themselves such as wash hands. Children with specific needs point to where they would like to eat their lunch or decide when they wish to rest.

Care and Development

Staff are experienced and understand their responsibilities to implement the setting's policies to promote children's health and personal well-being. They can explain the setting's safeguarding policy and procedures, and safeguarding posters around the setting reflect the staff responsible on the day of our visit. Staff follow robust hygiene practices such as handwashing as well as the sanitisation of surfaces before and after mealtimes. They follow stringent nappy changing procedures and ensure privacy, dignity and care during these practices. They encourage children to be aware of their own hygiene practices, providing warm flannels to each child before snack, and handwashing before lunch times or following activities. Staff wear protective aprons and gloves for mealtimes. We saw staff prepare healthy snacks and support children with their packed lunches. Staff implement robust practices around children's individual needs and are fully aware of the children's routines and individual care plans which are implemented effectively and respectfully. They ensure these are continuously up to date and at hand throughout the day. Staff have a high awareness around children's allergies and medical needs and are alert to any changes, responding quickly and collaboratively when the need arises.

Staff communicate warmly and openly with the children. They respond consistently and interact well with each other and with children by showing interest, support, kindness and delight when children achieve tasks or say new words. Staff have a very good understanding of daily routines and as a result, offer consistency of care, communicating openly to ensure others know what each staff member is doing. Staff praise children for their achievements as well as provide clear dialogue throughout the session. For instance, when staff greet children, many children respond with "*hiya*", and during mealtimes, staff ask, "*would you like milk or water?*" When children select their fruits during snack, staff respond with, "*that's a good choice.*" Following mealtimes, staff ask the children, "*can I wipe your face and hands please?*" In the outdoors, when children point to the construction corner, staff ask, "*shall we be builders?*" "*Do you want the saw?*" "*Do you like my new hat?*" When children navigate the outdoor slopes, staff respond with "*you are clever children!*"

Staff work hard together to ensure children are provided with varied, appropriate experiences to play and learn in their environment. They plan activities around their interests whilst also ensuring the children experience themes which are familiar to them. Staff consistently use laminated place cards with children's photos and names so children can feel a sense of belonging. They chat consistently with the children about information which is personal to each child and reiterate the plan of the day, such as who will be collecting them. They confidently explain their responsibilities and describe how posters and flow charts displayed, aid them in the daily care they provide. When staff arrive and sign in each morning, they check the latest updates in the communication diary before entering the base room. They keep detailed development files for each child and document their development. They also work closely with other professionals to ensure consistency in the children's care, and complete home books which are available for parents to view.

Environment

As this was a focused inspection, we have not considered this theme in full.

Leaders and staff have made visible improvements to the setting since the last inspection and offer a spacious, clean and warm environment. They maintain an effective security system which requires all staff, parents and visitors to sign in and out of the setting.

Leaders and staff have reflected on children's experiences, interests and needs and re-arranged the indoor spaces to provide opportunities for children to independently benefit and enjoy the environment. For instance, welcoming open spaces, free flow between the indoors and outdoors, smaller, inviting partitioned areas of play and a quiet room for rest and for specialist care. The outdoor areas are enclosed and provide additional opportunities for children to develop their physical skills as well as enjoy outdoor experiences. Leaders ensure the setting is tastefully decorated to a high standard and staff support these standards with meaningful displays such as a mirror wall of self-portraits so younger children can enjoy seeing themselves, as well as a '*Reach for the Stars*' display. Upon arrival at their base rooms, older children are met with large photos of themselves, offering a sense of pride and belonging. An upstairs room offers space for parents to meet for coffee mornings.

Leaders and staff have maintained their provision of high-quality resources. Leaders ensure the children have access to a wide range of age appropriate and specialist equipment to aid staff in supporting the children in their care and development.

Leadership and Management

Leaders continue to have a clear vision which reflects the culture and values of the setting. Leaders and staff work hard to ensure a high standard of care and offer clear examples of good practice with regards to the National Minimum Standards and regulatory requirements. Leaders ensure documentation and records are up to date and during the inspection visit, we saw staff files and children's files were in order. Leaders believe promoting the Welsh language and culture are important aspects of the setting and of children's experiences and they support the staff to provide children with as many opportunities as possible.

Leaders continuously evaluate the care they provide and endeavour to make improvements to the setting. We saw evidence of questionnaires collected from parents following a recent coffee morning session as part of a series of questionnaires collated from staff, parents and children. As a result, leaders prepare a comprehensive annual quality of care report which celebrates the setting's successes as well as sharing improvements and plans for the future.

Leaders work continuously to ensure the setting operates effectively. They ensure recruitment, induction and retention processes are in place to support all staff in the care, development and safety of all children. Leaders plan and implement regular training opportunities for staff and promote professional development through annual appraisals. They keep a training matrix for mandatory training such as safeguarding, paediatric first aid and food safety as well as additional courses such as feeding and specialised care. During our visit, leaders were in the process of carrying out their regular supervisions and have since confirmed these have been completed. Leaders ensure staff to child ratios are always maintained and we saw evidence of this during our inspection visit. However, we did not see contingency arrangements in place for the supervision of unqualified staff to ensure effective deployment of staff. Staff said they enjoy working at the setting and are enthusiastic about their work and responsibilities.

Leaders have established good working partnerships with the nearby school, local authority, health professionals and several umbrella organisations. They also welcome collaborative working with the wider community. Leaders told us of recent visits where the children and staff took part in the town's remembrance service and enjoyed refreshments in a local café. We saw parents collect their children on the day of the visit, and there was clear evidence of close, open and warm relationships between leaders, staff and families.

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	
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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)
	No NMS Recommendations were identified at this inspection

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 all unqualified staff are supervised well and that effective contingency arrangements are always in place for deployment of staff.	

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