Arolygiaeth Gofal Cymru
Care Inspectorate Wales

# Inspection Report

**Gower Day Nursery**

**Unit 2, Station Road**
**Penclawdd**
**Swansea**
**SA4 3XN**



## Date Inspection Completed

09/05/2024

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# About Gower Day Nursery

| | |
|---|---|
| Type of care provided | Children's Day Care<br>Full Day Care |
| Registered Provider | Gower Day Nursery Ltd |
| Registered places | 37 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | 14 January 2020 |
| Is this a Flying Start service? | Yes |
| Does this service promote Welsh language and culture? | 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. |

| | |
|---|---|
| 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 at this nursery. They have a strong voice and express themselves well. Children's interactions are positive, and they have close bonds of attachment with staff. They enjoy their play and learning opportunities and are developing according to their ages and stages of development.

Staff follow policies and procedures effectively to keep children safe and healthy. Interactions between staff and children are consistently warm and positive. Staff effectively develop children's independence skills and meet their individual developmental needs.

Leaders have comprehensive and effective measures and policies in place to ensure everyone understands their responsibilities to keep children safe. The premises is very welcoming, warm, and accessible to all. Leaders effectively organise good quality resources indoors and outdoors.

Leaders are motivated, organised and have a good vision for the future running of the setting. They set high expectations as they inspire and lead their teams effectively and there is a positive ethos between the staff. Leaders implement continuous and meaningful self-evaluation and have produced a detailed quality of care report. Partnerships are very strong.

## Well-being Good

Children are consistently happy and settled at the nursery. Children arrive happy as they are greeted by familiar staff and cope well with separation from their parents and carers. They have a strong sense of belonging and have formed very close attachments with staff. Children show good relationships with each other saying "*Come play with me!*" as they climbed on to the climbing frame. Children are content. Young children were settled to sleep with ease. Their feelings, likes and dislikes are acknowledged and valued, as they confidently voiced what they wanted to play and the songs they wanted to sing.

Children have a strong voice and express themselves well. All children freely accessed areas and helped themselves to resources of their choice indoors and outdoors. When listening to songs, children confidently told staff "*More Sam*" when they wanted to hear the Fireman Sam song again. Children have good opportunities to make choices and decisions about what affects them. They choose whether to play indoors or outdoors and choose where to sit at lunch time. Children confidently told staff they didn't want to tidy their construction models away as they wanted to play with them again after lunch, which was respected by staff. Children make some personal choices about what affects them. Older children accessed their personal comforters and belongings from their bags when needed.

Children's interactions with each other and staff are positive. They engage with staff with ease and confidence. For example, when they asked to have certain coloured blocks for their construction play models. Children show politeness towards staff from a very young age. Younger children are heard saying "*Ta*" for their foods and older children say 'thank you' for their drinks. Children successfully communicate their needs with staff. Staff promptly act upon children's non-verbal cues when they need milk or sleep. Children listen to advice by staff to keep them safe. For example, they listened when staff told them to come down the slide carefully. Children share and take turns to select healthy food and drinks at snack time and share toys as they work as a team to build a house.

Children enjoy their play and learning opportunities and are engaged and motivated. For example, they thoroughly enjoy playing outdoors with wheelbarrows, construction toys and familiar small world characters. They are self-motivated in their play and share their enthusiasm with staff and children by saying they were building towers and laughing as they fell. Children enjoy playing with the sensory toys, cars, and emergency vehicles, making noises as they play the role of fireman and ambulance workers. Children listen and engage in stories and singing. They listened and answered questions about the 'Room on the Broom' book characters. Children sang their favourite Welsh and English songs and confidently engaged in the language of their choice with staff.

Children develop and learn independently. They use tongs and help themselves to foods and fruits of their choice and take turns to give cups out to others. On arrival at the setting older children place their belongings on their pegs and see to their own personal needs, interests, and preferences with ease, asking for support when needed.

## Care and Development — Good

Staff follow policies and procedures effectively to keep children safe and healthy. They consistently implement good hygiene practices when preparing and assisting children, by sanitising tables and ensuring children have washed their hands before food. Staff allocated to preparing foods for children have food hygiene training certificates. They provide nutritious and home cooked foods and snacks, with fruits and vegetables, and ensure water is available for children throughout the day. The nappy changing policies and procedures are adhered to by staff who change children, for example, all staff wear PPE and sanitise all areas between each child. Staff understand their responsibilities to protect children. They responded well to potential safeguarding scenarios and nearly all staff have completed safeguarding training. Incident, accident records and pre-existing injuries are recorded. Medication records show dosages, and signatures are obtained. Nearly all staff have paediatric first aid certificates.

Staff interactions are consistently warm and positive. They fully implement positive behaviour strategies to keep children safe. For example, staff quietly encourage children to be careful as they come down the slide outdoors; and they then praised the children for good listening. Staff encourage children to share resources using distraction techniques to ensure that all children are happy. For example, when children wanted the same-coloured blocks to build a tower, the staff member found alternatives to keep children content. Staff caring for younger children have natural and warm relationships with them, fully meeting their individual needs in a calm, homely and loving atmosphere. Staff enhance and motivate children to thrive. They praise children for building well saying "*Well done – Da iawn!*" and encourage children to eat healthy foods showing patience and praise for children who were unsure of the textures of foods unfamiliar to them.

Staff effectively develop children's independence skills. They have good knowledge of children's Additional Learning Needs (ALN) and are confident to liaise with parents and the local authority for support and guidance to meet children's needs. They ensure that the children's Welsh language needs are respected, and Welsh speaking key workers are deployed to care for children who desire to speak Welsh, where possible. Staff complete assessments for children and observe their abilities which informs them of children's developmental next steps. Both Welsh and English languages are promoted. Staff ensure there are plenty of experiences to count bilingually and to listen to stories and songs. Incidental Welsh is used during activities and lunchtime where children are asked *"Wyt ti eisiau llaeth/dwr/banana?"* and *"Amser golchi dwylo.*" Staff ensure that they plan creative activities for children. However, very few staff have attended the 'Curriculum for Wales' training to develop planning techniques and enhance effective interactions and questioning to extend children's creativity and skills. Staff plan activities which promote their knowledge and understanding of different cultures and diversity. For example, they celebrate Chinese New Year, St Davids Day, Ramadan, St Patricks Day, and St George's day.

## Environment — Good

Leaders have comprehensive and effective measures and policies in place to ensure everyone understands their responsibilities to keep children safe. They perform daily and detailed risk assessments of the indoors, outdoors, trips and school runs which are regularly updated and monitored. Leaders ensure the environment is safe, secure, and well maintained indoors and outdoors. There is a security system in place for all visitors and a record of visitors to the setting. Leaders organise consistent cleaning practices and all areas accessible to children are very hygienic and clean. Their effective infection control practices successfully minimise any risks to health and safety. Leaders complete fire risk assessments, and fire alarm systems are checked and maintained. They ensure fire drills are conducted regularly and recorded. Leaders and staff effectively ensure that children are always supervised.

The premises is welcoming, warm, and accessible to all. There are a suitable number of toilets and sinks for the children attending, and a clean and purposeful changing area. There are low level and suitably sized tables and chairs for the different ages and stages of children's development. Leaders have organised the indoor space effectively, where children can access a range of labelled resources of their interest. Outdoors is organised and purposeful with areas for dining, messy play, and a sheltered area. Displays promote language and a sense of belonging for children and staff. There is a display of Welsh and English vocabulary for shapes, numbers and colours, and children's photographs, craft work and memories, creating a happy and friendly atmosphere.

Leaders effectively organise good quality resources indoors and outdoors. Younger children have access to a range of soft and musical toys, puzzles, bilingual books, sensory toys, ball pool, and resources that enhance children's ability to pull themselves to stand and be independent. Older children have access to Welsh and English books, construction toys, puzzles and developmental number resources, multicultural dolls, role play café and home areas, and small world play resources. However, there are limited multicultural toys and resources on offer for children. Outdoors, leaders ensure children have access to a climbing frame and slide, water play area, balance bikes, mud kitchen, large and small construction opportunities, as well as planting and growing areas.

## Leadership and Management — Good

Leaders are motivated, organised and have a good vision for the future running of the setting. They share and maintain an up-to-date statement of purpose that accurately reflects the service provided and exceeds the National Minimum Standards (NMS). Leaders are very knowledgeable about the regulations and NMS and consistently meet and exceed these. Their policies and procedures adhere to current guidance, and these are effectively met in practice. Records are accurate. Leaders ensure that there are contracts and permissions in place, and an accurate record of staff and children's attendance. They consistently ensure staff are deployed effectively to meet and often exceed staff to child ratios so that children's needs are met.

Leaders set high expectations as they inspire and lead their teams effectively and have good systems and rotas in place ensuring roles and responsibilities are shared between them. They have ensured that suitability checks and Disclosure and Barring Service (DBS) checks are in place for leaders and staff. There is a positive ethos between the staff, and they feel fully supported to share their feelings and opinions with leaders. Supervisions and appraisals of staff are embedded and staff who have asked to attend training have been supported to follow their developmental interests, such as 'Autism Awareness', speech and language and Welsh language courses. Leaders regularly engage with CIW and others and take responsibility to notify CIW of significant events in a timely manner. They fully implement the Welsh Government Food and Nutrition Guidance and respond positively to the need to promote and develop the 'Active offer' of the Welsh language providing Welsh documentation and Welsh language provision and culture.

Leaders implement continuous and meaningful self-evaluation and have produced a very detailed quality of care report, which considers the views of outside agencies, organisations, parents, staff, and children to further develop the service.

Partnerships are very positive. Leaders have strong links with the local authority in relation to ALN. They ensure children have regular opportunities to visit local attractions, such as a local farm, castles, and actively take part in fundraising events. Leaders engage with parents effectively. Staff are heard providing positive and encouraging comments about the children to parents. Leaders and staff engage with parents via an online webform app, and this informs parents of children's wellbeing, care, photos, sleep, food, and snack times as well as observations of the children. Parents love the feedback from the online app, especially the photos. They feel management and staff are both approachable and fantastic with children, and parents are kept fully informed about what's happening in the nursery. Parents feel that their children have a very special bond of attachment with the staff.

| 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 7 - Opportunities for play and learning | Ensure staff have knowledge of the Curriculum for Wales, and ensuring staff discussions with children further develop children's curiosity and independence through play. |
| Standard 23 - Equipment | Ensure there are a good range of play resources and experiences that promote different cultures and diversity |

| 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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