Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Highgate Day Nursery

Highgate Day Nursery
55 Glanmor Road Uplands
Swansea
SA2 0QA



Date Inspection Completed

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About Highgate Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Julie Llewellyn Limited
Registered places	62
Language of the service	English
Previous Care Inspectorate Wales inspection	18 February 2021
Is this a Flying Start service?	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 are very happy at Highgate Day Nursery. They are settled and they are confident interacting with each other, staff and visitors. Children are able to make choices about what they want to do. They are developing friendships with each other, and they have good bonds of affection with staff.

Staff are experienced and qualified. They have a good understanding of how to keep children safe and how to promote their health and wellbeing. Staff manage interactions positively and they manage behaviour effectively. They plan activities to promote children's development and to encourage their natural curiosity in the world around them.

People who run the setting have effective systems in place to ensure the environment is safe and stimulating for children. Children have access to a good range of age-appropriate resources and equipment, both indoors and outdoors.

People who run the setting run an effective and well organised setting. They meet and often exceed the regulations and the National Minimum Standards. They have good systems for evaluating and improving their setting. People who run the setting manage recruitment and staff well. They develop positive partnerships with parents who are very happy with the care their children receive.

Well-being — Good

Children have a strong voice and consistently make decisions about what they want to do, where they want to play and who they want to play with. Throughout the session, children move freely around the rooms and engage in activities that interest them. For example, some children chose to play with the small world toys, others played outside, and some completed jigsaws while other children took part in a craft activity. They express themselves confidently and they know staff will listen to them and respond appropriately. For example, a child said to a staff member *"I don't like that."* The member of staff replied, *"No problem, you can leave that."*

Children are happy, comfortable, and fond of the staff. They join in with activities and greet each other with smiles and hugs. Children have a good sense of belonging and know their routines well. For example, after putting the resources away, children sat at the table and rolled their sleeves up. Staff praised the children, *"Well done, that's right, it's time to roll up our sleeves."* Children cope well with separation as they have good bonds of affection with staff. For example, when a staff member walked into the room, one baby went over to the staff member immediately and reached out for a cuddle.

Children are learning how to play together, share and make friends. They have consistently good interactions with each other and with staff. Children arrive excited at the setting, and they co-operate well. They thoroughly enjoyed engaging in a game of dinosaurs with each other. Children confidently spoke to us, asking for help or telling us about their play.

Children are motivated, animated, and engaged in their play and learning. They confidently participate in self-led and adult-led activities for appropriate periods of time. Children share their excitement with each other and with staff. For example, when a child had made their bee, they showed a staff member and their friends at the table. The member of staff praised the child, *"That is amazing, well done!"* whilst their friends told them, *"I really like that!*"

Children enjoy a good range of experiences and purposeful activities that are suitable for their ages and stages of development. They have many self-directed opportunities as well as directed activities. Children have extensive opportunities to develop their independence skills; enabling them to do things for themselves successfully. For example, children enjoy serving themselves at snack time. They make good progress and are confident to try new activities.

Care and Development — Good

Staff are experienced and well qualified. They care for children well by meeting their individual needs and working effectively to keep children safe. Staff frequently move around the various areas interacting with children or supporting them. They fully understand and consistently implement the relevant policies and procedures to keep children safe and promote healthy lifestyles. They confidently discuss safeguarding scenarios and maintain comprehensive records of children's individual needs relating to allergies, symptoms and other dietary requirements. They follow cleaning routines and hand washing procedures thoroughly and they talk to the children about how it is important to look after themselves in the sun. Staff are confident to deal with accidents, incidents and they understand how to administer prescribed medication safely.Staff are warm, attentive and positive role models to the children. They listen and respect the children's views. For example, when a child said that they wanted to try something different, staff commented *"That would be a lovely idea!"* Children's behaviour is exemplary. Staff consistently implement positive behaviour management strategies and children know what is expected of them. For example, when a child rushed from one area to another, staff prompted them to *"take your time so you don't hurt yourself."* Staff use praise to reinforce good behaviour, sharing words of support and encouragement with children; *"Wow!", "Da iawn!"* and *"That is super!"* and *"Well done, that is lovely playing together!"* Staff show a genuine interest in the children's requests and discussions, and they act as good role models at all times. For example, they sit with the children at mealtimes to support their social skills.

Staff have a thorough understanding of child development. They are committed to providing a wide range of play and learning activities in line with the new curriculum. They have a good understanding of when to interact and when to let play unfold. Staff support and provide for children with additional needs, including emotional and behavioural difficulties. Staff focus on developing and progressing each child's individual skills and abilities. They observe children to support their planning and to develop each child's understanding through developmentally appropriate questioning. For example, when a child asked*, "Why won't this work?"* the staff member encouraged the child to think about what the problem could be, *"What do you think is stopping it?"* The child then thought about it and responded, *"I think it is the wrong way around."* The staff member then praised the child, *"Yes, I think you're right, well done! Perhaps move it a different way."* Staff plan purposefully to support children's understanding of the world around them. For example, we saw several areas in the setting dedicated to the Welsh language and culture. We heard many Welsh phrases throughout the session as well as songs being sung in Welsh. The setting is committed to promoting the Welsh Language and they participate in local sessions to support them.

Environment — Good

People who run the setting provide a welcoming and stimulating environment. They have very good systems in place to ensure the setting is safe and secure. For example, they keep doors locked at all times and record details of visitors. People who run the setting ensure it is visually clean and there are extensive risk assessments in place. They conduct effective maintenance checks and identify and minimise any risks to children's safety well-being. For example, the heating, fire and electrical certificates were all up to date. They carry out regular fire drills and record the details appropriately.

People who run the setting ensure that the premises are bright, clean and well maintained. Children benefit from the natural lighting in the playrooms due to the large windows. The playrooms are light with colourful displays along with children's artwork and pictures on show. This means that children feel valued and have a good sense of belonging. The indoor environment is spacious which allows children the freedom to explore independently. People who run the setting organise the setting well so that it provides a good range of play opportunities suitable for all the age ranges. They extend children's knowledge and development by offering a wide range of resources and interesting spaces which challenge and consistently stimulate their curiosity and interest. The outside, enclosed area provides sufficient room for children to experience a variety of outdoor play experiences. This includes a den, climbing equipment as well as a mud kitchen and construction area. The children also enjoyed talking about the Guinea pigs which are kept in the garden. The setting has a dedicated kitchen as well as areas where young children have the space to sleep and have quiet times. The toileting and nappy changing area provide for children's privacy and dignity.

People who run the setting ensure that children can access a good variety of suitable resources and equipment. There is appropriate furniture for children to sit at ease to undertake tabletop activities and eat their meals. There are low level storage units which make it easy for children to access the resources independently. The environment provides a good quality range of play opportunities suitable for all the age ranges cared for. For example, sensory activities, soft play, role play and messy play as well as quiet areas for reading. People who run the setting provide a variety of activities to promote children's curiosity about the wider society and they promote a well-equipped secure outdoor environment.

Leadership and Management — Good

People who run the setting are committed to providing a high-quality service. They respond positively to suggestions on how to improve the service. For example, they have implemented the recommendation from their previous inspection. People who run the setting create a calm and positive atmosphere in the setting. They maintain and share an up-to-date, informative statement of purpose that accurately reflects the service provided and exceeds the National Minimum Standards. They have a comprehensive set of policies that are reviewed annually; however, these are not always consistently followed. People who run the setting have implemented new systems to ensure the policies and procedures are now embedded in the setting. They ensure they collect, record and monitor the required records. We looked at a sample of records including registers, staff files, children's records and accident forms, which were all well maintained; however, some were not consistently signed. People who run the setting ensure staff complete all mandatory training and there are opportunities for them to further develop professionally. They ensure they engage with Care Inspectorate Wales (CIW) and other regulators when necessary.

People who run the setting have an effective self-evaluation system in place to help them plan how they will improve their service. This includes using the feedback from staff, parents and children to form their comprehensive quality of care review. They have also developed a written report which highlights strengths and areas of improvement.

People who run the setting follow timely and robust recruitment processes to safeguard children and ensure staff have the necessary qualifications and experience to care for children. Regular meaningful supervision and yearly appraisals are integral to their practice and drive improvement. Staff said they feel very well supported by management and they are really happy in their work.

People who run the setting deploy staff effectively to ensure they meet staffing ratios and children's needs fully. They are committed to improving communication with parents as they know it is valuable in order to promote positive outcomes for children. They collect sufficient information about each child's preferences and individual needs before they start by completing a one-page profile. People who run the setting have positive links with a wide range of professionals, the community, and other stakeholders. Parents said they are really happy with the setting and their children enjoy attending. For example, some comments include *"I know my child is safe," "The staff are amazing staff,"* and *"I completely trust them."*