Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Abacus Day Nursery

42 Sketty Road
Uplands
Swansea
SA2 0LJ

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

08/11/2023

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About Abacus Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Abacus Sketty Road Limited
Registered places	43
Language of the service	Both
Previous Care Inspectorate Wales inspection	20 February 2020
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	The setting is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual setting or demonstrates a significant effort to promoting the use of the Welsh language and culture.

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 settled and happy and clearly enjoy their time at Abacus Day Nursery. They develop a sense of belonging and make strong relationships with staff and each other. Children have good opportunities to learn and develop from the experiences provided for them and are completely absorbed in their play. They have excellent opportunities to develop their independence.

Staff understand and implement policies and procedures to keep children safe. They are kind towards children, providing positive interactions to ensure children feel valued and happy. Staff consistently implement positive behaviour strategies and model good behaviour. They ensure that there is a range of activities available for the children as well as good opportunities for children to follow their own interests.

The people who run the setting have effective measures to ensure the environment is safe and secure. The nursery is equipped with a wide range of age appropriate and good quality resources that meet the needs of the children and allows them variety and choice.

Leadership and management of the nursery is good. People who run the setting and staff work very well together as a team. They ensure they maintain regulations and National Minimum Standards, however, not all policies have been updated to reflect current legislation. The people who run the setting develop good working partnerships with parents.

Well-being — Good

Children have numerous choices and opportunities to make decisions about how they spend their time. They choose which resources they want to play with and decide which activities they want to take part in. Children are extremely confident to communicate their thoughts and ideas, as they know staff will listen and show interest. Their ideas are consistently gathered and used as part of the planning process, which ensures their interests and needs are always considered.

Children are especially settled and happy. For example, a baby who had recently started was comforted by a member of staff until they joined in with an activity. The children know the staff very well and have developed secure and affectionate relationships with them. These strong relationships support children to confidently make choices and participate positively in their play. One child expressed their love for the nursery and staff, whilst another told us how much they enjoyed coming to the setting.

Children develop friendships and clearly enjoy being in the company of other children. For example, when the school children arrived at lunch time they were greeted with cheers, hugs and smiles. Children play happily alongside each other or together. We saw a group of children engrossed in their play, working collaboratively in the home corner and playing with real life resources carefully and responsibly. Children are becoming self-aware and are learning to be sensitive to the needs of others. For example, one child sat up for another child to lie down on the sofa as they told their friends that they needed a rest. They are encouraged to make healthy, rewarding and meaningful connections by building friendships and being kind.

Children thoroughly enjoy and are completely absorbed in their play. Children are motivated to follow their own interests and sustain their play for periods suitable to their age and stage of development. For instance, babies enjoyed their water play activity, babbling and laughing as they explored the natural objects in water and made splashes with their hands. The toddlers were fully engaged in their messy play and older children relished the opportunities of playing with real life resources.

Children have excellent opportunities to develop their independence. They are provided with a variety of age-appropriate experiences to practise their self-help skills. For example, at snack and mealtimes children efficiently serve themselves food. The younger children are encouraged to feed themselves but are always supported when needed. This gives children a great sense of achievement and success as a direct result of their own actions. Children confidently choose activities, which supports them to develop independent thinking skills and make their own decisions.

Care and Development — Good

Staff demonstrate a thorough understanding of their responsibilities to keep children safe and healthy. They have a good knowledge of safeguarding procedures and are confident when they are asked about hypothetical scenarios. Staff supervise children effectively and record their daily hours of attendance. Staff follow good hygiene practices in relation to nappy changing and food hygiene. They work well with the cook, who provides healthy and nutritious meals and snacks whilst managing allergies and food preferences carefully and robustly. Staff consistently record accidents, incidents and the administration of medication, ensuring that parents are informed. Half of the staff have suitable and up to date first aid qualifications. During the inspection, procedures of the storage and contents of the first aid kits were reviewed.

Staff interact with children in a calm, kind and caring way. There is a suitable behaviour management policy in place, which staff follow. Staff provide opportunities for children to focus on their own feelings and use strategies to reduce anxiety by taking part in activities such as yoga, which is offered fortnightly by a specialist teacher. They build very positive relationships with children and offer encouragement and praise throughout the day. For example, we saw children being praised for helping others and for caring for the environment. The interactions between the staff and children are meaningful and they demonstrate genuine warmth towards each other. Staff are respectful in the way they speak to children and each other, making them excellent role models.

Staff successfully meet the needs of children; they support children's learning and development well through positive interactions and the activities they provide. Staff know the children well and plan activities based on individual interests. Staff record children's progress and identify their next steps in learning. They keep parents informed about their children's progress verbally and at parent meetings where key workers provide developmental records.

Environment — Good

The people who run the setting ensure the environment is safe, secure and well maintained indoors. They organise regular cleaning routines and their good infection control practices minimise risks to children's health and safety. The people who run the setting ensure they conduct regular fire drills, which are recorded and analysed. They ensure that fire safety equipment is tested in accordance with the required timelines. However, the evacuation procedures have yet to be reviewed since recent changes have been made to the location of the different age ranges in the setting. The people who run the setting have not completed a recent fire risk assessment and staff have not received up to date fire training.

The people who run the setting ensure the environment has good indoor play space for children to move freely on their designated floors. They organise the environment well so that it provides a good range of play opportunities suitable for all the age ranges cared for. There are several rooms which are set up to allow children to access a variety of areas including creative, imaginative, social and sensory. They also provide areas that develop specific skills. For example, there is a soft playroom that has been developed to allow children to practise their gross motor skills through climbing and balancing. Older children have access to messy playrooms, which are also used for creative play and for mealtimes.

The people who run the setting ensure that children can access good quality and a broad variety of age-appropriate furniture, toys and equipment indoors. These help to stimulate the children's interest and imagination and staff ensure that children can access lots of natural and loose parts materials to explore. Children's independence is promoted as resources are stored at low levels and are accessible. There is an outdoor play area, which is accessible via two exits. The people who run the setting have considered the safety risks of the steps leading to the outdoor area and have developed routines and safety measures to ensure the children are kept safe. Bilingual displays celebrate Welsh culture, however there were minimal Welsh resources accessible to the children on the day of the inspection. Children's sense of belonging is promoted by displaying photographs of them exploring the outdoors and making use of the green spaces around them.

Leadership and Management — Good

The people who run the setting have a strong vision that they share with their staff. During the inspection, they updated their statement of purpose which now accurately reflects the service provided and meets the National Minimum Standards. They have a wide range of clear policies which they review annually. However, the safeguarding policy is not in line with current operations. Additionally, the operational plan does not detail a deputy leader and the roles and responsibilities within contingency planning have yet to be reviewed. The additional learning needs policy has not been updated and staff have not received training under the current additional learning needs code of practice. The people who run the setting have a good understanding of their responsibilities to promote the Welsh language by actively recruiting Welsh speaking staff whenever possible.

The self-evaluation process is good. The people who run the setting seek the views and suggestions of children, parents/carers and staff. They produce a quality of care report which reflects upon the service provided and identifies areas for improvement. The people who run the setting set and evaluate appropriate priorities, accurately identifying targets for the setting in the improvement plan. An example of one of these priorities is to improve the access to the outdoor area.

The people who run the setting follow a safe recruitment process to safeguard children. They have satisfactory systems in place to update suitability checks as required. During the inspection, the people who run the setting provided statements confirming the photographic identify of staff. The performance management process is good and encourages staff to attend a range of training, which also includes in-house training. Regular good supervision and appraisals are carried out and there is a focus on supporting staff well-being. The people who run the setting ensure that staff are deployed effectively to ensure staffing ratios are correct and therefore children’s needs are met. Staff we spoke to were positive and said they felt very supported.

The people who run the setting ensure communication with parents is valuable in order to promote positive outcomes for children. For example, staff use an app to document children’s achievements and share information with parents such as photos and observations as well as personal care information. The people who run the setting utilise the expertise of umbrella organisations and outside agencies.

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 4 - Meeting individual needs	To amend the additional learning needs policy in line with current legislation and to ensure that staff receive relevant training in order to identify additional learning needs.
Standard 24 - Safety	To ensure that a fire risk assessment is completed for the setting, which includes staff training and a review of safe evacuation procedures.
Standard 14 - Organisation	To review the operational plan and review the organisational structure including roles and responsibilities.
Standard 20 - Child protection	To review the safeguarding policy and ensure responsibilities are clarified in line with the operational plan.

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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