Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Highgate Day Nursery - Morriston

Hospital Drive
Heol Maes Eglwys
Morriston
Swansea
SA6 6NN



Date Inspection Completed

28/07/2023

About Highgate Day Nursery - Morriston

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Julie Llewellyn Limited
Registered places	124
Language of the service	English
Previous Care Inspectorate Wales inspection	9 October 2018
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.

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Well-being	**Excellent**
Care and Development	**Excellent**
Environment	**Excellent**
Leadership and Management	**Excellent**

For further information on ratings, please see the end of this report

Summary

Children thoroughly enjoy their time at Highgate Day Nursery because they have a strong voice, and they are curious learners. They consistently make choices about what they do and how they spend their time at the setting whilst engaging in purposeful play-based activities. Children know staff will listen to them.

Staff successfully promote children's wellbeing, ensuring they prioritise the health and safety of children and that safeguarding underpins all practice. Staff are extremely well qualified, experienced, and knowledgeable. They build positive bonds of affection with children through their nurturing and caring attitudes.

Staff care for children in an environment which is spacious, secure and clean. The play areas are welcoming and friendly and provide a rich environment for children to play and learn. There is extensive space and facilities to meet the needs of children, and staff effectively identify any unnecessary risks to children and eliminate them as much as possible.

People who run the setting have an excellent vision and sense of purpose which sustains improvement and promotes good outcomes for children. They comply with all regulations and exceed the national minimum standards. People who run the setting value staff and provide effective and regular support to them as well as challenging everyone to do their best.

Well-being Excellent

Children are excellent communicators and have a very strong voice. They are extremely confident making their own decisions about what they want to do and where they want to play. Children's opinions and interests are highly valued and acted upon and they confidently retrieve resources from other areas to use in their play. For example, children took the balls from the sensory tray to the carpet area where they rolled them around with a member of staff. Children move freely around the rooms and play with activities that interest them. For example, during circle time activities, some children chose not to join the group on the carpet which was acknowledged and respected. They happily played with the vehicles.

Children benefit from consistent staff who know them very well. This ensures they are happy and settled and confident to join in with activities. Children build affectionate bonds of attachment as staff greet them with smiles and hugs and ensure they receive lots of attention. They clearly have a strong sense of belonging and are forming close relationships.

Children learn how to play together, share, and make friends at the setting. Their behaviour is exemplary, and they are starting to form friendships and talk to each other about their feelings. For example, one child told their friend, *"That makes me sad when you do that, I like being friends."* Staff allow children to resolve differences and only intervene if necessary. Children confidently spoke to us, asking for help or telling us about their play. They interact positively with staff and with each other.

Children are very curious learners. They are highly motivated and engaged in their play and learning and concentrate for extended periods of time. For example, children spent a considerable amount of time making 'food' at the 'pancake restaurant.' They enjoy interesting and stimulating opportunities and move independently between tasks to the different areas within the room. Children feel a sense of achievement and are consistently praised. When a child said, *"I did it!"* a staff member responded, *"Yes you did, well done!"*

Children have excellent opportunities to develop their independence skills, which enables them to do things for themselves successfully and to problem solve efficiently. Children enjoy taking their plate and choosing where to sit at lunch time. They are confident serving themselves and some children enjoy helping to clear up afterwards. Children make excellent progress and are confident to try new activities.

Care and Development — Excellent

Staff work very effectively to keep children safe and healthy. They fully understand and consistently implement their policies, promoting healthy lifestyles, physical activities, personal safety and wellbeing. Staff encourage healthy eating and encourage children to explore different textures and tastes. Staff respond warmly to children's requests when they want more food or if they ask for an alternative. Staff carry out regular cleaning and follow good hygiene procedures; for example, they consistently remind children about washing hands. They work effectively to keep children safe; frequently moving around the various areas interacting with children or supporting them. Staff have a thorough understanding of their responsibilities to protect children. They answer confidently about what to do if they had any child protection concerns. Staff record children's attendance times and staff are confident to deal with accidents and incidents. They understand how to administer prescribed medication safely.

Staff create extremely positive relationships with the children. They interact with them in a warm, caring and relaxed manner. Staff frequently offer praise and encouragement, and they are excellent role models to the children; prompting *"please"* and *"thank you"* when appropriate and sitting with them and eating together at mealtimes to support their social skills. Staff fully understand the behaviour management policy and consistently implement positive behaviour management strategies. For example, staff use distraction techniques successfully. Staff are consistently responsive and genuinely respect and listen to the children's views. They validate children's feelings and allow children to express themselves in their own time.

Staff ensure children are at the centre of their own learning and development; supporting their choices and allowing them endless opportunities to explore and experiment by following their own interests. Staff know the children extremely well and they are very kind and nurturing towards them. They immediately offer reassurance when they are sad or have hurt themselves. Staff discuss, as a team, children's individual achievements, any changes they have noticed, as well as undertaking specific individual assessments. They plan in the moment which ensures they successfully follow the children's lead. Staff have exemplary procedures in pace to support children with additional needs which promotes positive outcomes for children. Staff support children's Welsh language skills, for example, we heard incidental Welsh being used throughout the session as well as songs being sung in Welsh. Children were also heard using Welsh phrases, such as*, "It was mae hi'n gymylog earlier!"*

Environment — Excellent

People who run the setting have highly effective measures in place to ensure everyone fully understands their responsibilities in relation to the safety and welfare of children. They ensure the environment is safe, secure and extremely well maintained indoors and outdoors. People who run the setting effectively organise consistent cleaning routines that reflect good hygiene practices. They complete daily checks of the premises and all maintenance checks for the building and appliances are up to date. They complete comprehensive risk assessments that cover all aspects of the environment, which they regularly review and take appropriate action if needed. Fire drills are practised frequently, and people who run the setting maintain detailed records to ensure that all staff and children can evacuate the building in the event of an emergency.

The premises are warm, very welcoming and accessible to all. People who run the setting use neutral colours throughout the environment and they use natural resources in different areas which creates a sense of calmness and relaxation at the setting. Display boards reflect children's work and there are pictures of the children throughout the environment which means they feel valued. People who run the setting use the space effectively, both indoors and outdoors. They ensure the environment meets children's needs and helps to build their confidence by ensuring they can move around freely and explore. The door from the inside playroom to the outside play area is open throughout the session; allowing children to move freely between the two environments and choose for themselves where they want to play. People who run the setting support the children to use the outside area frequently as there is an outdoor classroom which provides shade and shelter. The outside, enclosed area provides sufficient room for children to explore a variety of outdoor play experiences, which includes forest school and gardening. People who run the setting care for children in an environment which enables them to be creative and to explore confidently and independently. For example, children thoroughly enjoy playing outside in the rain and running for cover when they choose too. People who run the setting use the natural light within the setting effectively and they minimise the amount of artificial light they use. This creates a peaceful atmosphere.

People who run the setting ensure children can access an excellent variety of authentic resources and equipment. They provide good quality furniture and resources that are suitable for the developmental needs of all the children. There is appropriate furniture for children to sit at ease to undertake tabletop activities and eat their snacks. The toilets are child sized and support children to develop their independence skills.

Leadership and Management — Excellent

People who run the setting have an excellent vision that they communicate successfully to their staff creating a positive ethos. They ensure the setting achieves very high standards, delivers high quality care and provides inspiring learning and development opportunities for children and staff. 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, and all records are thorough, detailed and informative.

People who run the setting implement an effective self-evaluation system which enables meaningful reflection and improvement. They are very approachable and welcome any ideas or suggestions to improve their practice. For example, they have achieved all of the recommendations from their previous inspection, and they have met parents' requests to ensure staff roles are well known. People who run the setting complete a thorough quality of care review each year and consider the views of staff, parents, children and outside agencies. They identify areas they would like to build on. For example, they have identified that they want to develop their use of the app further, to ensure their communication systems are consistent.

People who run the setting follow robust recruitment processes to safeguard children. They have excellent systems in place to update checks in a timely manner. People who run the setting are enthusiastic and extremely motivated. They set high expectations and lead staff effectively, supporting them and providing further development opportunities. Supervisions and appraisals are meaningful and provide further opportunities to support the exchange of information. Staff said they feel very well supported by management and are confident approaching them if they need to. People who run the setting deploy staff effectively to ensure they meet staffing ratios, and as a result children's needs are fully met.

People who run the setting have developed excellent partnerships and ensure all communication with parents is valuable in order to promote positive outcomes for children. Parents said they are extremely happy with the setting, and also feel staff support and care about them as well as their children. People who run the setting have positive links with a wide range of professionals, the community and other stakeholders. They ensure when there are concerns about children's progress or development that there are clear and effective procedures in place for sharing information. People who run the setting follow these protocols consistently, ensuring children benefit greatly from the action taken.

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)
	No NMS Recommendations were identified at this inspection

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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