Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Glenholme Day Nursery

21 Richmond Terrace
Carmarthen
SA31 1HE



Date Inspection Completed

13/02/2024

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About Glenholme Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Person	Sian Kavanagh-Thomas
Registered places	30
Language of the service	English
Previous Care Inspectorate Wales inspection	13 December 2019
Is this a Flying Start service?	
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

Well-being	**Good**
Care and Development	**Adequate**
Environment	**Adequate**
Leadership and Management	**Adequate**

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

Summary

Children have a strong voice and good opportunities to make choices. They are settled, interact well, co-operate, and play happily on their own and together on some occasions. Children enjoy free play and engage confidently in their chosen activities.

Staff engage in children's interests and respond to their needs. They encourage a self-directed learning environment, however they do not provide a broad and balanced provision that provides appropriate progression for all learners. Staff are kind and caring and interact well with the children in their care. Nearly all staff have a good understanding of how to keep children safe.

People who run the setting ensure that children are cared for in a clean and secure environment. The premises and outside play areas are secure and there is sufficient space to meet the needs of children. Resources are of good quality and are suitably organised. There is an attached outdoor area that enables children to play outside. However, there is a recommendation in relation to assessing risks.

People who run the setting have policies and procedures in place to support the running of the setting. They ensure staff are well supported. They develop good relationships with parents. There are appropriate systems in place to monitor and evaluate the service.

Well-being Good

Children have a strong voice at this nursery and have plenty of opportunities to make decisions and choices. They choose which activity they want to partake in, which colour bib and cup they want to use from a selection available as well as where to sit during play activities. Children can move around freely and explore their environment. Some children are confident communicators and readily approach staff and include them in their play or to chat, for example they take the shopping basket from the role play kitchen and show it to the staff member. Children know they will be listened to and responded to.

Children are safe, happy, settled and relaxed at the setting. They form good bonds with the staff, whom have been at the nursery for several years and know them well. Children know and follow the routines of the nursery helping them to develop a sense of belonging, confidence and self-esteem. For example, after washing their hands for lunch children know they needed to proceed to the dining area.

Children behave well; they play cooperatively on some occasions, such as when taking part in the play dough activity, or alongside each other as is appropriate for their ages and stages of development. They learn to take turns, share and help to tidy up, which develops respect for others and their environment. There is a friendly and calm atmosphere in the nursery.

Children enjoy their play. They have extended periods of time to choose what they want to do, and play is not interrupted unnecessarily. They are learning to concentrate and persevere with their chosen play for appropriate periods of time. For example, some children enjoy building structures using the wooden blocks whilst others concentrate on creating different shapes with the play dough. Children also join in enthusiastically with adult led and activities such as choosing a topping for their pancakes.

Children learn and develop appropriately in all areas from the activities and resources provided for them. Children have some opportunities to develop their independence and self-help skills. For example, as they make choices in their play, manage their own personal care needs and eat independently.

Care and Development — Adequate

Staff mostly implement good policies and procedures to keep children safe and healthy. Nearly all staff we spoke with demonstrated an appropriate understanding of their responsibility to protect children and knew the process to follow if they had concerns or if an allegation was made. However, the means of recording concerns and outcomes was not robust. Since the inspection visit, people who run the setting have confirmed the records have been developed to include further detail.

People who run the setting promote a relatively healthy lifestyle. Staff are aware of and manage allergies and individual food preferences. There is a nursery cook who produces homecooked meals and snacks, however these options are not always nutritionally balanced. Staff offer children an alternative food choice if they do not like what is on offer, and this was seen during the inspection visit. During the visit, the water dispenser for children to access a drink had broken. Following the visit, people wo run the setting confirmed children are provided continuous access to drinking water. Staff do not always follow good hygiene procedures when changing nappies and serving of food. The procedure viewed during the inspection differs to current guidance as well as the settings risk assessment. Following the visit, people who run the setting have updated the nappy changing policy and procedure to reflect good hygiene practice in relation to the use of disposable aprons and gloves. Staff keep accurate registers of children's attendance. They consistently complete records relating to accidents, incidents and the administration of medication. Staff have completed paediatric first aid training.

Staff interact warmly with children and engage with them in their chosen activities. They support their learning through conversation, *"What colour is that?".* They are calm, kind, caring and positive. Staff speak respectfully to each other and children and are good role models for children. They celebrate children's contributions, for example as they help tidy resources, *"Wehey, well done."*

Staff support children appropriately to learn and develop through the opportunities they provide for them and their interactions. They ensure children have periods of time to become involved in their play and support them rather than lead their play. For example, they count the number of blocks as children stack them and name colours to help develop language. Staff provide some opportunities for children to develop their independence, for example tidying resources, spread toppings on their pancakes and feeding themselves. However, there were other missed opportunities during snack time.

Following the visit, people who run the setting provided photographs evidencing a range of activities including sensory play with coloured rice and pasta, cooking cakes, chopping and cutting real vegetables, painting and small world activities. We did not hear any Welsh spoken during the visit. Staff do not actively plan activities for skill progression, however there is basic planning and lists of possible activities for children around themes. Staff use a basic system to record and track children's progress and development. They seek advice

and support from external agencies and provide targeted support to individual children with possible additional needs.

Environment — Adequate

People who run the setting ensure the nursery is clean, tidy, and welcoming. The premises both inside and outside are secure and visitors are recorded. Satisfactory measures are in place to control risks. People who run the setting ensure safety checks are carried out daily and they keep a record of these. There are basic risk assessments in place for activities and some areas, however not all areas have been risk assessed, for example the stairway to access the tree house reading area. Risk assessments available do not include sufficient detail and during the visit we highlighted risks that needed addressing, for example, the voile hanging loosely around the windows and the water lamp in the sensory area. Following the visit, people who run the setting confirmed immediate action had been taken in relation to these risks. Evidence of Portable Appliance Testing of electrical items was not in place on the day of the visit, however this was rectified immediately following the visit. People who run the setting ensure they carry out emergency evacuation practices, although the records used are not specific for the nursery in terms of evacuation location. People who run the setting confirmed they have amended these following the visit.

Playrooms are welcoming, bright and friendly. The nursery has appropriate space for children of all ages to move around and play. People who run the nursery organise the areas into two separate playrooms providing dedicated spaces for different age groups. There is also a dedicated sleep room, which provides a quiet, calm and restful environment for younger children to sleep. People who run the setting informed us children do not use this room to sleep. During the visit, children slept upstairs in the baby room and staff observed them at all times.

Staff ensure the layout of rooms enables children to choose an adequate range of resources independently. However, the people who run the setting have not ensured all areas are set up sufficiently well to provide an interesting and supportive learning environment, for example the lack of resources in the role play kitchen does not further enrich play opportunities. Furniture, toys and equipment are of good quality, clean and well maintained. Staff do not currently keep a written record of cleaning schedules. There are some displays visible of children’s work on the walls along with photographs of the children’s families to provide a feeling and sense of belonging. Staff told us they do celebrate cultures and diversity and ensure displays reflect this.

Outdoor space is accessible from the downstairs area, however this area was not used on the day of the visit. Although not a large space, the equipment offers further opportunities for children to learn and develop, for example the mud kitchen, ride on toys and climbing equipment. Children also benefit from a sensory area as part of their indoor play provision, which includes resources and equipment to support their physical development. For example fidgets, a sensory board, mirrors and a water lamp.

Leadership and Management — Adequate

The registered person runs the nursery on a day-to-day basis and is supported by a senior member of staff. They have a good vision for the setting and promote a positive ethos. People who run the setting work with staff and have a range of policies to support the running of the nursery. However, some of these need to be reviewed and updated to reflect current guidance as well as current contact details. The Statement of Purpose was updated following the inspection visit to include information required by regulation and National Minimum Standards to reflect the service provided. Overall, day-to-day paperwork is organised and sufficient.

People who run the setting carry out a review of the quality of care annually. They take account of the views of parents, children and staff. The review report reflects on areas for improvement and developments, for example the development of the outdoor area and the installation of new windows and external door. People who run the setting are committed and passionate about providing a quality service for families.

People who run the setting undertake recruitment checks, which include ensuring that all staff have disclosure and barring checks and references. However, not all staff files include all required documents, for example a CV/application form along with a job description that reflected their role was not available for two members of staff. Following the visit, people who run the setting confirmed documentation was in place for staff files and job descriptions have been updated. People who run the setting ensure they conduct regular supervision and appraisal meetings with staff and ensure staff undertake, and keep up to date with, mandatory training such as paediatric first aid and safeguarding, as well as food hygiene. All staff we spoke to told us they enjoy working at the nursery and feel well supported. People who run the setting deploy staff well to ensure staff to child ratios are always maintained. Staff and children's registers are in place, however staff signing in and out with actual times was implemented on the day of the inspection visit.

People who run the setting and staff develop good relationships with parents. They collect relevant information about children before they start at the nursery to support keeping them safe and healthy. They keep parents informed about their child's day at nursery. For example, through providing verbal feedback and a daily information sheet is available for those parents who request them. People who run the setting informed us they intend adapting an app for communicating. Parents spoken to on the day of the visit stated they were happy with the service provided and their children were well settled at the nursery.

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
15	The provider is non compliant as the statement of purpose did not include the information required by regulation.	Achieved
30	The provider is non complaint as a required is required to evidence who was looking after the children at all times during the day.	Achieved

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 12 - Food and drink	Ensure drinking water is freely available to children at all times.
Standard 24 - Safety	Ensure all risks are identified and assessed.
Standard 7 - Opportunities for play and learning	Ensure purposeful planning of activities to promote development.
Standard 10 - Healthcare	Ensure good hygiene practice within nappy changing and food preparation.
Standard 20 - Child protection	Ensure all staff members are clear and confident on the process to follow if they have any concerns and recording of evidence and concerns include all actions taken and outcomes.
Standard 8 - Nurture and well-being	Ensure opportunities are provided to further promote children's independence at all times.
Standard 12 - Food and drink	Ensure food offered is nutritionally balanced as per Welsh Government Food and Health Guidelines.

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 a written record is kept to evidence review and updates for policies and procedures
Ensure a written record is kept for cleaning schedules.

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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