Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Serendipity Day Nursery

Pembrey Cp Old School
Ashburnham Road
Pembrey
Llanelli
SA16 0TP

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

04/03/2025

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About Serendipity Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Person	Gail Etheridge
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	16 June 2022
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service is not making a significant effort to promote the use of 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 happy, settled and enjoy their time at Serendipity Day Nursery. They have a strong voice and make decisions about their play. Children are developing positive relationships and know the routine very well. They can follow their interests and choose where to spend their time. Children are developing and learning well and are given some opportunities to develop their independence skills.

Staff understand and implement good policies and procedures to keep children safe and healthy. They are warm and caring and provide positive interactions that ensure children feel valued. Staff support children well and provide interesting activities for them. They have good processes in place to observe, review and take action if they have concerns about a child's development.

The environment is clean, welcoming, and child friendly. Leaders ensure risk assessments are in place and regularly updated. The environment is well organised to stimulate and support children's play and learning. A good range of indoor and outdoor resources promote children's learning and all-round development.

Leaders are motivated and dedicated to delivering high quality childcare. They work well with staff to provide a service that is focused on outcomes for children. Leaders and staff develop good relationships with parents and keep them informed about their children.

Well-being Good

Children are confident communicators as their wants, moods and needs are considered. They can make requests for more snack or to ask to play outside which is supported by staff. They enjoy discussing their news, feelings and play with staff, confidently answering any questions staff ask. Children have some good opportunities to make choices and decisions about their play and how they spend their time. For example, younger children can choose which toys to take out of the boxes.

Children feel very safe, happy and settled at the setting. They confidently enter the setting, placing their bags and coats away and going to play in their preferred area. Children have a sense of belonging and are forming relationships. They share their play with their friends, the staff and visitors or can choose to play independently. For instance, children share their toys with visitors and thoroughly enjoy using the new cleaning toys around the playroom. Children are very familiar with the routines of the setting. For example, when one of the staff called out 'snack time', the younger children began collecting and putting their toys away before sitting at the table ready for snack.

Interactions between children and adults are consistently good. All age ranges learn to share the space and resources together. For example, children help each other to climb up the steps to the top of the slide. Children co-operate well for their age and stage of development. They thoroughly enjoy inviting staff into their play, giving them resources and laughing and giggling as they play together. For instance, one child showed enthusiasm as they 'roared' and 'stomped' with the staff, pretending to be dinosaurs.

Children are enthusiastic and interested in their play and learning. They have freedom to explore their environment, follow their interests and are engaged in their play. For instance, we saw younger children spend lots of time pressing buttons to make the animals pop up and older children enthusiastically decorate their pancakes before eating them. Children enjoy a good range of interesting opportunities indoors and outdoors. They are asked if they want to play outdoors and can make requests about the areas they use, making staff aware of their choices and decisions. Children can also choose to relax and have quiet times, which is respected by staff.

Children have many opportunities to initiate their own play and to influence their tasks and activities. This is because there is a good balance of child and adult-led activities. Children can choose whether they join in with an adult led activity and when they want to leave an activity. They encourage each other's play and learning by sharing resources and encouraging each other. For instance, when a child showed an interest in the minibeasts, another child said, "*Do you want to get a looking glass? What can you see?"* Children have some opportunities to develop their independence. For example, they are encouraged to self-serve their own drink or chose which fruit at snack time and some were asked to use the mirror to wipe their face after lunch.

Care and Development Good

Staff understand and implement policies and procedures to promote healthy lifestyles, physical activities, personal safety and well-being. They positively promote safety throughout the session, reminding children to walk indoors and counting the children when going from indoors to outdoors. Staff follow good hygiene practices. For example, staff take children to wash hands before and after snack and during nappy changing. However, not all staff followed the setting's processes consistently. Staff promote healthy lifestyles with the children. They wear appropriate aprons and gloves during snack preparation and ensure that foods served are varied, healthy and nutritious. They offer alternative foods to children when necessary. Staff offer children regular opportunities to play outdoors. They have a clear understanding of their role in child protection. They confidently answered what they would do if they had any concerns. Staff record any accidents and incidents, sharing information with parents and obtaining signatures. They supervise the children well and leaders ensure staffing ratios are adhered to.

Staff communicate well with children and create a calm and relaxed atmosphere. They are good role models and interact warmly and purposefully throughout the session. For instance, staff kneel to children's level when they are speaking with them, they give younger children lots of reassurance and talk positively to each other. Staff respond to children's requests and questions and interact with them in a kind and consistent manner. They are caring and sensitive to the needs and experiences of children, sharing a positive approach to managing children's behaviour. Staff praise children for being kind or sharing resources and this has a beneficial impact on children's behaviour and self-esteem.

Staff meet the needs of children effectively. They are motivated and enthusiastic and support children well in their learning and development. Staff allow the children to select resources and play areas that are of interest to them and respond to their needs at every opportunity. They sit at the child's level and intervene to extend their knowledge when it is appropriate to do so. For example, as a child 'made a cake', staff asked questions such as, "*What do we need? Do we need eggs? Is it hot?"* Staff plan interesting and relevant activities for children, as well as giving them lots of time for uninterrupted play. They ensure planning reflects the children's interests and can respond to the specific needs of children in their care. Staff review their planning, using observations successfully to identify next steps in children's learning. These are then considered when areas of learning and focus tasks are planned. For example, staff identified that some children were finding dealing with their emotions challenging, so they made this a focus of support in all areas of play, so children could practice their understanding of feelings. Staff have a strong pathway in place if they have concerns about a child's development.

Environment — Good

Staff provide a safe environment where the needs and safety of the children come first. They have robust arrangements for receiving visitors to the building, and staff follow effective safety procedures for children's arrival and departure. They ensure the environment is secure and well maintained. Leaders provide evidence of annual safety checks and carry out regular fire drills. Staff carry out a daily risk assessment checklist, visually inspecting indoor and outdoor areas for any issues. Leaders have a range of appropriate risk assessments which identify risks and how they will reduce them. For example, they have a risk assessment for travelling by car, outings, fire and indoor and outdoor areas. They maintain a daily register where children and staff are signed in and out of the setting accurately.

Leaders offer a friendly, warm, and welcoming environment. Older children have access to a large main hall and younger children benefit from the use of two rooms, which are clean and well maintained. They have the freedom to move around independently and safely and staff utilise areas well to allow children to sleep and rest when needed. Attractive displays of children’s work reflect their learning and celebrate their achievements giving children a sense of belonging. The outdoor play area is safe and secure and offers a good range of play opportunities for children, including a water wall, playhouse, climbing equipment and bikes. They offer younger children a separate outdoor play area which gives them freedom and safety.

Toys and equipment are clean and in good condition. There are some resources to promote diversity and a multi-cultural society such as dolls and books. The setting has good quality furniture and resources to support children’s independence. For example, child sized tables, chairs and low-level toy storage. There are a suitable number of children’s toilets and nappy changing facilities available, which are clean. Liquid soap and paper towels are easily accessible to support children’s independence when washing their hands.

Leadership and Management — Good

Leaders are enthusiastic and motivated to provide a high-quality service. They have a clear understanding of their roles and responsibilities. They have an effective statement of purpose that accurately reflects the service provided and meets the National Minimum Standards. Leaders engage positively with Care Inspectorate Wales (CIW) and regularly inform us of any changes and updates at the setting. They ensure all required regulatory records are up to date and well organised. For example, they collect information about the child, their needs and a range of permissions. However, the emergency medical consent does not include details about seeking medical treatment in an emergency. Leaders have a wide range of policies in place, which are reviewed regularly. However, not all policies include specific details of the setting's practice.

Leaders actively implement the self-evaluation process. They seek suggestions of children, their parents/carers and staff. They produce an appropriate report which reflects on what the setting does well. Leaders have good processes for dealing with concerns and implementing any changes, if needed.

Leaders ensure that paperwork and staff files are well organised, and evidence all relevant checks to ensure staff are suitable to work with children. They have a clear system in place to ensure that staff's Disclosure and Barring Service (DBS) checks are up to date. Leaders hold one to one supervisions with staff which enable them to identify their strengths and areas for development. They carry out annual appraisals and implement a detailed induction procedure. There is an established staff team at the setting. They told us they felt supported by leaders and meet regularly to discuss any issues which may arise. Leaders deploy staff effectively, ensuring they meet staff ratios to deliver safe and effective care. However, the records do not clearly show who is working in each room at any given time or when staff are on breaks.

Leaders have developed meaningful and positive relationships with parents and carers. There are good systems in place to keep parents well informed about their child's time at the setting. Parents told us they are happy with the setting, their children are settled and enjoy attending. Leaders have developed good relationships with external agencies and the local community.

Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.

National Minimum Standards

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.

Standard	Recommendation(s)
Standard 10 - Healthcare	Ensure the emergency medical consent is updated to include parental permission regarding any necessary emergency medical treatment.

Best Practice

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.

Recommendation(s)
Ensure staff follow the setting's procedures consistently.
Further develop the setting's documents to include more detailed information.

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