Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Rompers Day Nursery

Glynneath Training Centre
72 High Street Glynneath
Neath
SA11 5DA



Date Inspection Completed

29/01/2024

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About Rompers Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	View (Glynneath) Ltd
Registered places	25
Language of the service	English
Previous Care Inspectorate Wales inspection	20 February 2020
Is this a Flying Start service?	Yes
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.

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

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

Summary

Children are extremely happy and successfully make choices and decisions independently. They develop strong relationships and express their views openly, knowing they will be listened to. They enjoy a varied range of interesting opportunities, which spark curiosity and engagement.

Staff understand and implement policies and procedures to promote safety for children. Staff positively interact and engage. They use gentle tones and positive reinforcement with children. Staff provide a range of play and learning activities, they know the children very well.

People who run the setting have appropriate policies and practices in place and ensure the environment is suitably safe, secure, and well maintained indoors and outdoors. Children access a range of activities and resources, which are readily available to them.

Overall, people who run the setting comply with the regulations and national minimum standards. There is a strong and well-established team, which benefits the children and parents who access the setting. They have acted promptly to implement changes following the inspection visit. Recommendations are noted at the end of the report.

Well-being	**Excellent**

Children have excellent opportunities to make choices, decisions and have their voice heard. They freely and competently decide activities and resources they want to play with. We saw children engage with sensory opportunities for sustained periods of time and freely mark make, taking their artwork to show to staff once finished. Staff inform us, children contribute their ideas and wants at the setting. They choose when they are ready for their snack, with rolling snack well established. Confidently requesting if they would like extras at lunch, or an alternative meal, with their wishes met.

Nearly all children are very happy, settled and cope well with separation from their parents or carers. They have extremely positive relationships with each other and staff. For example, when children are not feeling well, staff recognise, support, and comfort them. Children know routines very well, allowing effective transitions as they engage in their play session. We saw children laughing and smiling whilst playing. In after-school club children are very familiar and comfortable with each other, staff members and their routine. We saw children sitting and engaging together waiting for their tea, when asked they said they felt happy and enjoy the club.

Children thoroughly enjoy their time at the setting. They interact with each other and adults, in line with their age and stage of development. We saw children share resources and cooperate with one another whilst playing in the home corner and with the tools in the construction area. Children competently ask, "*can I play with you?"* when joining an activity. Children are very engaged; they laugh and play together well. Younger children are beginning to share and are developing their skills with support from adults. For example, reminding to share and use kind hands with their friends. Children confidently explore the environment and engage in mostly child led activities.

Children are interested in their play and learning. They access a wide range of opportunities within the setting and follow their own interests which spark curiosity and learning. For example, exploring patterns and imprints they make in playdough by using different objects. Children competently use equipment to fill and pour in the water tray, confidently engage in signing songs independently and sustain interest for prolonged periods with certain activities. They engage in purposeful role play, looking after their dolls, smiling, and laughing as they ask where their 'babies' are.

Children are developing their independence skills extremely well. They wash their hands and access the bathrooms independently, or with support if needed. Children competently serve their own snack, butter their crackers, and pour their own drinks. They are learning to take care of themselves and brush their teeth. Children competently use cutlery at lunch time to feed themselves and support staff with tidying up.

Care and Development	**Good**

Staff understand and implement policies and procedures to promote the safety and well-being of children. Staff have a good understanding of their role in protecting children and answer safeguarding questions appropriately. They undertake all mandatory training, including, child protection, first aid, and food hygiene. Accident, incident, existing injuries, and medication records are completed by staff and countersigned by parents. There are systems in place to meet allergy and dietary needs. Basic information is available to staff regarding children's dietary needs, in the kitchen, with more detailed plans available near the storage of medication. A healthy three weekly menu is in place for snacks and lunches. There are thorough cleaning and hygiene practices in place. We saw staff clean tables, wash hands and tidy up following messy play. Children competently wash hands prior to food. Staff supervise and model to ensure effective practice. Children serve snacks using tongs and staff handling food wear PPE when preparing and serving food.

Staff understand the behaviour management policy and implement positive strategies. They use positive reinforcement, encouraging children through praise. We heard staff say, "*Good girl/boy*", "*Da iawn" and* "*Well done*". Staff respond to children's achievements and provide them with stickers. For example, when going to the toilet. They encourage children to use "*kind hands*" with their friends and remind them to use their manners, asking children to say "*please*". Staff prompt children to follow instructions and rules. For example, using "*walking feet*" when moving between activities and areas within the nursery.

Staff are caring and responsive. They know children very well, engaging in conversations with them about their families and their pets. Staff listen and communicate with children very well. Interactions are positive, demonstrating warmth, kindness, and patience. Staff support children in their play. Engaging with them and interacting at children's levels. They talk about foods in the home corner and prompt further learning of food types. Staff are positive and effective role models. They sit with children at snack and mealtimes, to promote an engaging social time.

Staff provide a range of play and learning opportunities, with a balance of child and adult led activities. Staff play alongside and support children in their learning. They are implementing the Curriculum for Wales. Children take the lead in free play and the activities or resources available to them. Staff undertake observations and record children's next steps on their development trackers. Planning covers topic and themes with weekly planning in place. Key worker systems allow for staff to monitor children's progress. They recognise if children have emerging needs and act. There are clear systems in place to support children who have additional learning needs, with a range of support available to them and parents/ carers. Welsh is spoken throughout the sessions.

Environment — Good

People who run the setting ensure the environment is safe, secure, and well maintained. The main door has CCTV secure buzzer entry systems, and all visitors sign in. People who

run the setting complete risk assessments, with reviews in place. However, they need to include more detailed activities. Staff complete daily visual and health and safety checks. People who run the setting complete regular fire drills, following the inspection visit these will also record the exits used and time to evacuate the building. Effective cleaning routines are in place. There are efficient infection control measures which minimise any risk to children's health and safety.

There is clear information available to parents and visitors, in the main entrance area, where children are dropped off and collected. Access to the first-floor nursery is through an enclosed central garden area, up a flight of stairs. The indoor play space is organised to provide children with space to freely move and stimulate their learning, with different play zones including a sensory, home corner, construction, and small world area. The flooring across the building has recently been replaced. The outdoor play space is small but has a range of opportunities. A construction and sensory area, gross motor space and a retractable overhead canopy is available. The recently converted room on the ground floor has direct access into the outdoor area, with a bifold door allowing for movement between indoors and out. This area is accessible to all children and is often used for after school club in the afternoons. It reflects a natural and calming area, with space to relax and unwind alongside areas to play. Children have wet weather clothing, allowing them to access outdoors in all weathers.

People who run the setting provide a varied range of quality, developmentally appropriate play and learning resources. This ensures children have plenty of variety and choice. They provide resources for all ages and stages of development, which contribute to the children's all-round development. Children freely access toys and resources, as they are stored at low level or within their reach. People who run the setting provide resources and opportunities to promote children's curiosity about the wider society, celebrating equality and cultural awareness. They actively promote Welsh culture and introduce Welsh through equipment, displays and language. Photographs of local landmarks and areas on interest promote self-worth and knowledge of the community they live in.

Leadership and Management — Adequate

People who run the setting engage positively with CIW and are keen to drive improvement. There is a strong vision for the setting, which is shared with others. Overall, they meet the national minimum standards and regulations. The setting has been operating without a

Responsible Individual (RI) since February 2023. The Person in Charge (PIC) and organisational officer have ensured the continued running of the setting. A committee provides support for the PIC, when there has been an absent RI. An application for incoming responsible individual is pending following the inspection visit. People who run the setting inform CIW of any significant events at the setting and keep us up to date with changes via the online portal. They ensure regulatory records are organised and accurately kept. They complete registers for children and staff at the setting. However, at the time of inspection, it was not clear when staff take their breaks. Following the visit, a new system for recording staff breaks has been implemented. Consent forms are in place for a variety of activities at the setting. Policies, procedures, and documents are reviewed. However, have not undergone review within the timescales noted by the provider.

People who run the setting have effective self-evaluation systems in place. They seek the views of children, parents, and other professionals. Within the review they reflect on what they do well, how they can improve. People who run the setting, lead by example, providing a supportive and effective team working environment. There is a strong team ethos at the setting. Low staff turnover and consistent, long-standing staff support this. There are opportunities for continuous professional development, which allows staff to develop and extend their knowledge and qualifications.

Overall, people who run the setting follow robust recruitment processes to safeguard children. Recruitment procedures and suitability checks in place. Nearly all staff have current and up to date Disclosure and Barring Service (DBS) checks. However, during the inspection process, it was recognised not all staff had remained on the DBS update system. People who run the setting have acted promptly to initiate new DBS, until they are received the PIC has undertaken risk assessments to ensure the safety of children. At the time of inspection, there were no signed declaration of identity checks included within staff files. This is now included is staff files. Induction is complete. Staff have support from their manager, with regular supervisions and appraisals undertaken. Team meetings regularly take place.

People who run the setting have established relationships with parents and carers. They have strong support from a range of other professionals, which enhances the provision to children and families attending the setting. They seek grant funding to develop the provision, which is used wisely to benefit those attending. Parents are kept informed of their children’s day through an interactive app and verbal discussions. As part of the inspection process, we gained feedback from parents. Comments were very positive.

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
28	Suitability checks for one staff member were not complete.	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 22 - Environment	Ensure all activities are appropriately risk assessed
Standard 13 (Day Care) - Suitable Person	Ensure all staff DBS remain current at all times
Standard 18 - Quality assurance	Ensure policies and procedures are reviewed in a timely manner

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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