Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Happy Days Child Care Centre

Building 111
Milford Marina
The Docks
Milford Haven
SA73 3AA



Date Inspection Completed

12/07/2022

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About Happy Days Child Care Centre

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Happy Days Child Care (Wales) Ltd
Registered places	75
Language of the service	English
Previous Care Inspectorate Wales inspection	15 January 2018
Is this a Flying Start service?	No, however funded spaces are available.
Does this service provide the Welsh Language active offer?	No. This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service.

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 confident, happy and enjoy their time at Happy Days Childcare Centre. They have a lovely sense of belonging and develop positive relationships and friendships. They feel settled, happy and comfortable at the setting. Children show enthusiasm and excitement during their play. They are able to take part in planned activities or follow their own interests.

Staff promote children's well-being purposefully. They understand and implement nearly all policies and procedures to keep children safe. Staff consistently implement positive behaviour strategies and model good behaviour. They follow simple activity plans, completing observations and tracking children's progress.

People who run the setting have effective measures to ensure the environment is safe and secure. They ensure the environment meets the needs of the children by offering a good range of age and stage appropriate resources, toys and equipment.

People who run the setting have efficient and clear policies and procedures in place. They monitor and review their setting regularly and implement improvements following their reviews. People who run the setting ensure staff are suitable to work with children and carry out meaningful professional development. They have developed positive relationships with parents.

Well-being Good

Children have a strong voice and make purposeful choices in their play. Children in the baby room explore their environment freely. Older children effectively choose what they would like to do or join in with adult led activities, for example listening to a story, building a plastic character or mark making. We saw older children lead their play excitedly in the outdoor area by choosing different areas to play in. Some chose to role play, whilst others experimented with water play. Children are confident communicators; they know staff will respond to them. During lunch time, they state what they want to eat, and this is respected, *'I don't want the chicken.'*

Children are happy and very settled. They behave well and are familiar with the routines of the nursery. They play and interact with each other in ways that are appropriate for their ages and stages of development. Younger children play contentedly alongside each other. Children have formed strong bonds of friendship and get on well together. Children in the pre-school section play effectively together and are kind to one another. We heard one child tell another, '*I like your dress.*' Children make strong attachments with staff who care for them. We observed children sitting on staff members' laps during story time and while looking at a collection of plastic animals. Younger children enjoy playing on the apparatus outdoors as well as taking part in sensory play with sand and water. Interactions between children and adults are good and children co-operate well for their age. For instance, children waited their turn to wash their hands.

Children happily share their play with other children and the adults around them. For instance, whilst playing outdoors, older children included us in their role play, bringing us 'cups of tea' as well as chatting happily and confidently to us, *'Here is your cup of tea. Be careful with it.'*

Children are learning to consider the needs of others, share and take turns. They play with other children in a co-operative way and respect their environment and toys. At lunchtime, they sit nicely together at the table and wait their turn. They share resources with others and are engaged in activities, for example as they access the bubble wand in the outdoor area, and also during the after-school session as they access numerous toy characters.

On the whole, children have opportunities to learn new skills and do things for themselves. They are encouraged to follow their interests and choose toys and activities independently. At lunch and snack time children have opportunities to feed themselves and pour their own drinks while older children choose their bag of snack from the display unit. Children are also encouraged to develop some independence skills as they access the sink to wash their hands and place the paper towel in the bin.

Care and Development — Good

Nearly all staff understand and implement most policies and procedures to ensure children remain safe and healthy. Staff follow and implement robust cleaning practices in relation to regular cleaning of tables, toys and resources. All staff have current training in child protection and up to date first aid. Staff offer children a range of healthy snacks and meals and there is a system in place to manage allergies and dietary preferences. During the visit, we discussed methods of preparing bottles of milk with staff in the baby room and were told they use a microwave to warm bottles of milk.

Staff are not always consistent in their approach to hygiene practices in the setting as well as responding to children's basic needs, for example wiping children's noses. We did not observe all staff members wash their hands after assisting children with wiping their noses, before preparing a bottle of milk, or before assisting children during mealtimes.

Good safeguarding policies and procedures are in place. All staff spoken to are aware of their responsibilities and know what to do if they have any concerns about children or the adults in the nursery. There are systems in place for managing and recording accidents and incidents as well as any medication administered. Most staff have a good understanding of their roles and responsibilities within the setting.

Staff are good role models; they demonstrate warmth and kindness to the children and promote expected behaviour in a positive way. They speak to the children in a warm and friendly manner and provide encouragement or praise, *'Do you want cuddles?'* Staff understand the behaviour management policy and consistently implement positive behaviour management strategies. For example, when two children wanted to blow bubbles using the wand, staff talked about turn taking. Staff listen to children's views, questions, and requests, responding to them positively.

Staff interact warmly with children and engage effectively with them in their chosen activities. We observed staff playing alongside and extending the play effectively in the pre-school section, for example as they played outside pretending to sit around a campfire, the staff member asked children to get the frying pan to sing 'Five Fat Sausages' and posed mathematical questions as they played*, 'If we have three and we take one away, how many do we have left?*' An online system records and identifies children's progress and next steps. Children receive consistent care from an adult who knows them well. Staff ensure babies and toddlers are monitored often during sleep time whilst indoors, however when staff and children access the outdoor area, there is no system in place to observe sleeping children from the outdoor area. During activities, staff are understanding of children's individual needs and allow children the space to follow their interests and choose what they want to do. Overall, we saw good practice in all rooms, with staff attentive to the needs of children and supportive of their play.

Environment — Good

People who run the setting ensure the physical environment is secure and well maintained indoors and outdoors. Comprehensive safety measures ensure access to and from the setting is secure. People who run the setting and staff ensure there are thorough cleaning routines to maintain good hygiene practices and infection control methods. They identify and minimises risks to children's safety well. They conduct thorough maintenance checks and maintain the upkeep of the property and equipment to ensure it is safe and suitable for children. They carry out regular fire drills and have a range of good risk assessments in place.

The environment is clean, purposely planned, and welcoming. There are rooms for specific age groups which allow children to relax and play safely. Children have the freedom to move around independently to explore indoor and outdoor spaces. Older children have use of rooms on the ground floor and there is a room upstairs for younger children including a dedicated sleep area.

People who run the setting organise the environment well so that it is child centred and provides a good range of play opportunities suitable for all age ranges. Appropriate fittings and furniture are at a suitable height for a child, such as the toilets, sinks, tables, and chairs. The environment is visually appealing as display boards reflected some artwork the children had created. Low level storage and picture labels allow the children to access toys and resources independently. All rooms have access to a dedicated outdoor area which present opportunities for children to explore. Staff ensure they use these areas regularly.

Resources in playrooms offer a range of opportunities to stimulate children's curiosity and interests as well as the outdoor areas which included a mud kitchen, planting area and a bug hotel. The outdoor provides areas for shade, physical play and opportunities for planting and growing. The people who run the setting have recently developed a new outdoor area for the toddlers.

Leadership and Management — Good

People who run the setting have a strong vision. They maintain and share an up-to-date effective statement of purpose that accurately reflects the setting provided and meets the National Minimum Standards. People who run the setting ensure they comply with regulations, and they are knowledgeable on their regulatory responsibilities. People who run the setting keep all the required children's records. However, on the day of inspection, from the samples viewed, the records in relation to permissions differed. People who run the setting informed us some permissions changed because of Covid-19, for example the administration of Calpol.

People who run the setting follow timely and robust recruitment processes to safeguard children. They have good systems in place to update suitability checks as required. There is a good induction procedure for new staff. The performance management process is in place with annual appraisals and supervisions undertaken. However, there was limited documentation in the staff files sampled in relation to supervisions. During the visit, people who run the setting informed us they have recently implemented individual journals to record individual conversations with all staff. All staff said they enjoy their work, can access regular training and feel very well supported. People who run the setting keep a record of children and staff attendance and deploy care staff in an organised way, to meet the staffing ratios. However, not all staff sign out at the end of the day.

People who run the setting actively implement self-evaluation. They seek the suggestions of children, their parents/carers, staff and other interested partners. They produce a worthwhile quality of care report which reflects the summary of responses, improvements they have made and plans for improvement. People who run the setting have good processes when dealing with any complaints/concerns. For example, they keep a full record and implement improvements.

People who run the setting update parents daily via their app. They share their practice with other nurseries and work with outside agencies when they need support or advice. Parents of children using this setting said they are really happy with the setting. They feel that their children have made good progress and that the setting is well run.

Recommendations to meet with the National Minimum Standards

R1: Staff sign out at the end of the day

R2: Staff use a bottle warmer for babies' bottles

R3: Staff are consistent with hand washing as well as responding to children's basic needs, for example wiping noses

R4: A system is implemented to observe sleeping children whilst staff and children are outdoors

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

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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