Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Paradise Community Nursery

Phoenix Centre, Paradise Park
Powys Avenue
Townhill
Swansea
SA1 6PH



Date Inspection Completed

23/04/2024

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About Paradise Community Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	The Hill Community Development Trust Ltd
Registered places	28
Language of the service	English
Previous Care Inspectorate Wales inspection	7 February 2019
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service is working towards providing the 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the 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 and settled. They confidently share views and opinions with staff. Children enjoy their time at the setting, engaging in activities of their interest. Their interactions with staff and other children are positive. Children develop good independence skills for their ages and stages of development.

Staff follow policies and procedures effectively to keep children safe and healthy. Their interactions with children are positive. They ensure individual children's needs, interests and opinions are acted upon, and they enthusiastically promote their individual developmental progress through play.

Leaders provide a safe premises and eliminate any potential risks to children. They ensure the areas indoors and outdoors are effectively maintained and organised. Leaders organise resources which are of good quality and suitable for the children's ages and stages of development.

Leaders are motivated and organised. Policies and procedures include current guidance and are regularly reviewed. They effectively evaluate and make improvements to the setting, managing staff and resources well. Partnerships are good.

Well-being Good

Children have a strong voice. They are confident making their own choices about what they want to do and where they want to play. For example, children chose to play with small animals, role play kitchen resources, and colouring. Children express themselves confidently and are listened to. For example, children told staff they would rather eat white toast than brown toast, and this was acted upon by staff. Children make decisions for themselves. For example, during an outdoor play session, some children wanted to stay indoors which was appreciated by staff, whilst others told staff they wanted to sleep, which was respected.

Children are happy, settled and relaxed at the setting. Most children arrive happy. They smile at staff and engage in conversation with them with ease and confidence. Children benefit from consistent staff who know them very well and they show positive attachments with the staff who care for them. They tell staff "*I like it here; I like this school*" and "*I love you*" as they play and socialise through play and at lunch time. They excitedly share their achievements with staff telling them "*Look, I've built a house!*"

Interactions between children are positive. They successfully share toys and resources with other children. For example, they share role play kitchen resources, cars and play figures. Children's interactions with staff are good. They respond positively to praise given to them. For example, a child smiled proudly when they were told "*good boy, well done"* for building the shapes together and naming the colours. Children listen well. They responded positively when staff told them not to run. Children show respect towards others using politeness with staff, saying 'please' and 'thank you' at mealtimes.

Children are motivated and engaged in initiating their own play and learning opportunities and follow their own interests and ideas. For example, they respond enthusiastically to coloured rice provided in a tuff tray area, with flags and knights celebrating St. Georges' day and show enjoyment and laughter as they make shapes and throw the rice in the air saying, *"It's raining!"* Children show creativity and enjoyment in their role play activities. For example, they told staff they were cooking a chicken and laughed loudly as staff pretended to eat the plastic toy chicken. They enjoy singing and movement sessions, especially 'Mr Swnllyd ydw i' and 'The wheels of the bus.'

Children embrace varied opportunities to develop their independence skills successfully according to their ages and stages of development. They have good physical skills, throwing and catching balls, riding bikes and push along toys. They attempt to wear their wet weather gear, mostly with support, and place their coats and bags on pegs. Individual children are nominated to be 'helpers' and all children have the opportunity to choose their salads from the salad tray, pour their own drinks and return their foods to the recycling bags.

Care and Development Good

Staff effectively keep children safe and healthy. They understand and consistently implement policies and procedures to promote healthy lifestyles, physical activities and personal safety and wellbeing. Staff encourage children to eat from the salad bar and offer fruits and yogurt for snack, as well as water which is available for children throughout the day. They encourage children to brush teeth at certain times of the day as a part of a healthy dental programme. Staff respond warmly to children who want alternative foods, and these requests are acted upon. They ensure children's allergies and intolerances are known to all staff. Staff consistently sanitise tables and encourage children to wash their hands before food. They have a good understanding of their responsibilities to keep children safe; they responded well to potential child protection and safeguarding scenarios. Staff follow the nappy changing policies and procedures. They record children's incidents, pre-existing and existing injuries and medication dosages are recorded and signed. However, signatures are not obtained for all injuries. Staff have current paediatric first aid training, safeguarding and food allergy training. They record any medication administered, dosages as well as signatures. During the course of inspection, they have implemented a new form which now records when the medication was last administered.

Staff create a warm and positive relationship with the children. Interactions with children are engaging, friendly and demonstrate kindness. They consistently listen and respect children's views. Staff offer lots of praise and encouragement to children in order to develop their self-esteem and sense of achievement. They are heard saying "*well done*" for naming the colours of toy cars, and others praise children for climbing well. Staff understand and implement positive behaviour management strategies with children. They encouraged children to listen to instructions to keep them safe, for example, not to run, wash their hands before food, and praised the children for *"good listening"* afterwards. Staff are good role models.

Staff ensure children are supported to follow their own choices and decisions in a free-play learning environment. They ensure there are resources available to children which enable them to follow their interests, such as dinosaurs, cars, dollies, and role play resources. Staff ensure that children develop knowledge and understanding about different cultures, such as St Patricks day, St Davids day, St George's day, Diwali, Chinese New Year and Eid. They support children's language needs and ensure that assessments are completed regularly to promote their developmental next steps. Welsh language is promoted at times.

Environment — Good

Leaders have effective measures and policies in place to ensure that everyone understands their responsibilities in relation to the safety and welfare of children. They perform daily risk assessments. Leaders regularly review general risk assessments for the premises and school runs. They also have a robust fire risk assessment which is reviewed with the support of fire officers. Leaders ensure the environment is safe, secure, and well maintained indoors and outdoors. The entrance to the nursery is securely locked, ensuring no unauthorised members of the public can access the nursery. Visitor's identification badges are checked upon arrival, and there is a record of those visiting the setting. Leaders effectively organise cleaning routines that reflect good hygiene practices and these are recorded. They have effective infection prevention and control procedures which are implemented by staff. Leaders delegate fire officers who organise very effective regular fire drills which are recorded appropriately.

The nursery setting is located within a community centre. The premises is very welcoming, warm, and accessible to all. There is a display of bilingual Welsh and English vocabulary on the walls with a celebration of children's artistic achievements. This creates a feeling of belonging for children. Within the nursery, the setting has its own toilets, nappy changing area and kitchen. They ensure that the privacy and dignity of children is respected in toileting areas and have a suitable number of toilets and sinks for children attending. Leaders organise the indoor areas effectively. They provide areas where children can sleep and rest comfortably. The indoor environment is very spacious with separate areas for younger children and older children. There are tables and chairs suitable for the children's ages and stages of development, suitable for social gatherings, eating, and table-top activities. The outdoor area is an appropriate size space for the children attending. All areas enhance children's curiosity, physical and communication skills.

Leaders ensure the environment has extensive indoor play space for children to move freely and explore. They are committed to providing stimulating resources that meet the children's interests and choices, to reach their full potential. There are resources that promote children's creative, social and all-round developmental needs. These resources include construction toys, small world toys and action figures, role play areas and resources, soft toys, Welsh and English books and musical tables and instruments for younger children. Leaders provide covered tuff tray sensory resources, climbing and riding cars and bikes, slides, and mark making resources. There are some resources that enhance and promote children's awareness of cultures and diversity, such as dolls. However, these resources are limited.

Leadership and Management — Good

Leaders are organised and have a strong vision for the setting. They maintain and share an up-to-date comprehensive statement of purpose which has been updated during the course of inspection to include contact details of Care Inspectorate Wales (CIW). Leaders ensure policies and procedures are consistently reviewed. During the course of inspection, they have made suitable changes to the safeguarding and additional learning needs policies to include up to date and current guidance. Leaders ensure they comply with most regulations and meet the national minimum standards. They ensure the required records are kept in relation to children's contracts and permissions, detailed evidence of children's attendance and those looking after children at all times. Leaders consistently ensure that staff are deployed effectively to ensure staffing ratios are met and often exceeded to meet the needs of children.

Leaders have robust systems in place ensuring roles and responsibilities are shared between the staff and everyone knows their responsibilities. There is a happy and warm ethos in the setting and staff feel very supported by leaders and are very happy working at the setting. Suitability checks are in place for all staff and Disclosure and Barring Service (DBS) checks are in place for all those working with children. Training is embedded and staff are allocated time to meet training needs. Leaders ensure supervisions and appraisals for staff are embedded. However, supervisions and appraisals for managers are not conducted regularly. This was an issue during the last inspection of the setting and remains an area for improvement. We expect the provider to take action. Leaders inform CIW of changes to the setting in a timely manner and have updated changes to staffing during the course of the inspection. They have submitted the self-assessment of service statement (SASS) to CIW this year.

Leaders effectively implement continuous and meaningful self-evaluation and have completed a detailed quality of care report, which takes into account the views of parents, children, staff and other agencies and organisations. They ensure all information is considered, evaluated. Improvement targets are created, and fully implemented to improve the setting and outcomes for children.

Partnerships are good. Leaders ensure there are strong links with parents and the local community. They engage with parents via an online webform, and parents are provided with information about their child's wellbeing and progress when collected. Parents are very complimentary about the setting, saying that the staff are very accommodating. They said that their children are very happy at the setting and make good progress. Another parent added, 'They are amazing with all the children.'

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
29	The responsible individual must ensure that all staff receive regular supervisions and appraisals	Not Achieved
6 (3) (b) [ii] (aa) Sch1.19	The RI had not completed the DBS process	Achieved
16 (2) (a)	The RI had not undertaken a QOC review or report for 2018	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 5 - Records	Ensure all accidents and pre-existing injuries are signed and dated by parents of children
Standard 16 - Equal opportunities	Ensure there are a broad range of toys and resources that enhance and develop children's awareness of different cultures and diversity

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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Date Published 23/05/2024