Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Singleton Day Nursery

Singleton Day Nursery
45 De La Beche Road
Sketty
Swansea
SA2 9EA



Date Inspection Completed

11/03/2024

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About Singleton Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Schoolhouse Daycare Limited
Registered places	118
Language of the service	English
Previous Care Inspectorate Wales inspection	28 November 2019
Is this a Flying Start service?	No
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	**Good**
Care and Development	**Adequate**
Environment	**Good**
Leadership and Management	**Good**

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

Summary

Children are settled, happy and clearly enjoy their time at this setting. They develop a sense of belonging and build positive relationships with staff and each other. Children enjoy taking part in planned or group activities as well as having some opportunities to follow their own interests. Children have good opportunities to learn and develop from the experiences provided for them. They also have good opportunities to develop their independence.

Staff are kind towards children, providing positive interactions to ensure children feel valued and happy. Most staff are unsure of the setting's safeguarding procedures and have yet to receive external and appropriate training. Nappy changing procedures need to be reviewed in order to ensure the privacy and dignity of all children. Staff use positive behaviour management strategies to a good effect. Staff need to fully resource the outdoor environment, ensuring effective play and learning opportunities for all children.

People who run the setting provide a clean, suitable, and comfortable environment. The premises is welcoming, friendly and provides sufficient space for children to play. There is a variety of toys and resources, which are appropriate for different ages and stages of development. Some unnecessary risks to children have been identified and as far as possible eliminated, however risk assessments need to be developed further. Overall, the environment meets children's needs.

Leadership and management of the setting is appropriate and kept in an organised manner. They are passionate in ensuring they offer a high standard of care to children. They have developed good partnerships with parents and carers. There are acceptable systems in place for managing records, maintaining policies, and reviewing the quality of care.

Well-being — Good

Children have good opportunities to make choices and decisions about their play. For example, the children in the preschool chose the story book and the toddlers chose whether they wanted to rest or continue playing. Babies can freely explore their environment and enjoy a good range of age-appropriate toys and resources. Children are confident communicators because they know they will be listened to. Some express themselves clearly using words and phrases as they tell staff how much they are looking forward to their lunch. Others use pre-verbal clues such as pointing to what they want.

Children are happy, settled and relaxed at the setting. They develop warm, positive bonds with staff and each other. Older children know and follow the routines of the day and readily respond when asked to wash their hands or line up ready for outdoor play. This helps them develop a sense of belonging, confidence, and self-esteem. Babies are able to follow their own individual routines which foster a sense of security. Children are happy at the setting and express enjoyment as they join~~ed~~ in with the storytelling of 'Room on the Broom' and 'The Hungry Caterpillar'.

Children behave well. Older children play together, and younger ones play alongside each other as is appropriate for their ages and stages of development. There is a friendly and calm atmosphere in the setting. A baby who started to cry was immediately comforted by a member of staff. They are quickly soothed with nurturing hugs from the staff.
Children enjoy their time at this setting. They have some opportunities to choose their own activities and follow their own interests and ideas. Younger children can explore their environment with confidence and enjoy choosing from a good range of resources that are freely accessible to them. Children of all ages have extended periods of uninterrupted time to play and as a result are developing appropriate levels of concentration and perseverance. A group of toddlers played with the building blocks whist others slept, they thoroughly enjoyed challenging each other to build taller towers. They also confidently showed us their achievements and smiled with such pride. Children actively join in with group activities and games and run about enthusiastically outside playing chasing games.

Most children develop independence skills effectively. They self-serve during lunch time and return their plates when finished, before collecting a flannel to wipe their own faces and hands. All but the very youngest, who staff support to try to feed themselves, use appropriate cutlery and eat independently. Children have good opportunities to learn and develop from the resources and experiences provided for them. The preschool will benefit when they move to a larger base room, gaining greater space for setting up suitable self-service areas.

Care and Development — Adequate

Most staff understand and implement policies and procedures to promote healthy lifestyles, physical activities, and well-being. However, the majority of staff are unsure of the setting's safeguarding policy and are unable to demonstrate a clear understanding of safeguarding procedures. Many staff have yet to receive external safeguarding training appropriate to their level of responsibility. There are suitable and effective systems in place for managing, recording and monitoring accidents and incidents. They also keep suitable records for all medication administered. There are sufficient staff with a paediatric first aid qualification and well stocked first aid kits are accessible.

Healthy food and drinks are provided at the setting and there is a robust system in place to manage allergies and dietary preferences. Staff follow appropriate hygiene procedures in relation to preparing and serving food and changing nappies. However, the staff did not consider the privacy and dignity of the preschool children when changing nappies.

Staff interact with children in a friendly, calm manner providing encouragement and praise. For example, they complement children on their good listening skills and their teamwork when building a train track, fostering confidence and self-esteem. Staff are on hand to help resolve minor disagreements such as two younger children wanting the same resources at the sand tray. Most staff are consistently responsive and interact positively with children, demonstrating warmth and kindness. They know children well and are good role models. Staff encourage children to share and take turns and praise this when they see it. For example, *'Good sharing and well done for waiting your turn'*.

Staff plan carefully for the next steps, with each child having a recorded learning journey which includes the development pathways, observations, and next steps. Children with additional learning needs have individual plans in place which are understood by key workers. Learning observations are recorded regularly, and children's progress is evident. Staff use assessments to inform future practice, plan adult and child led activities and provide resources indoors. However, the staff have not enhanced the outdoor environment in order to provide effective play and learning opportunities. Many of the outdoor areas already have good quality equipment which have not been resourced to create an enabling environment for children to explore.

Environment — Good

People who run the setting ensure the premises are warm, welcoming and child friendly. The indoor areas are light, clutter free and give children space and freedom to move around. Indoor areas are spacious and welcoming, and some celebration of children's artwork is displayed. People who run the setting ensure nearly all children can independently access resources by providing low-level storage, furniture, and equipment. This supports their development and self-directed learning. Resources are suitable for the children. Indoors, there is a range of resources for younger children which include building blocks, role play toys, musical toys and sensory toys. Older children have access to role play toys, construction play, mark making resources, and books.

People who run the setting understand the importance of outdoor play to promote children's development and ensure children have access to the outdoors during the day. The outdoor environment is accessible to children. It is spacious and provides a space for children to move around easily. The outdoor areas are safe and secure and offer a range of appropriate play opportunities and equipment including a playhouse, planting areas, mud kitchen and climbing equipment. However, these areas are not always utilised effectively with additional resources to enrich and further develop play and learning opportunities.

Overall, people who run the setting ensure the environment is safe. They keep a visitors' record and check the identification badges for those visiting the setting. There are basic risk assessments in place for the setting. However, risk assessments for both indoors and outdoors, as well as for some activities, do not identify or consider all potential hazards and the risks these pose to children. For example, the sand and water tray, the use of fairy lights in play trays as well as balancing on tree stumps outdoors. Regular fire evacuation drill practices are carried out to ensure everyone is aware of how to leave the building safely and fire equipment is regularly tested. Any hazardous cleaning substances and medicines are stored securely and kept away from children. There are accessible and suitable toilets for children with liquid soap and paper towels. There are suitable areas where children can rest and sleep.

There are resources which enhance children's awareness of cultures and diversity and children's understanding of Welsh. Leaders ensure displays celebrate Welsh culture.

Leadership and Management — Good

People who run the setting have shared an updated Statement of Purpose with Care Inspectorate Wales during the course of inspection and includes the information required by National Minimum Standards and the regulations. People who run the setting ensure contracts and permissions for children are in place. Public liability insurance is valid. Policies and procedures are mostly implemented in practice, however these need to be reviewed and some need updating to include current information and legislation, for example the safeguarding policy. People who run the setting are proactive in informing CIW of events set out in regulations.

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. Following the visit, we were provided with information evidencing staff are provided opportunities for professional development inhouse and externally. All staff said they enjoy their work and feel well supported. People who run the setting keep a record of children and staff attendance and deploy staff in a mostly organised way, however we did observe one short period where staffing ratios were not met. This did not have a negative impact on the children and was quickly resolved. All staff sign in and out at the end of the day, as well as during school runs.

People who run the setting have established good systems for the evaluation of the service and are committed to improving outcomes for children and their families. They self-evaluate and seek feedback from parents, staff, and children to inform the quality-of-care report. They use this information effectively to identify priorities for improvement and set realistic targets such as organising stay and play sessions for parents/carers.

Partnerships with parents and outside agencies are positive. A handover is provided to parents on collection, with verbal information shared about their child’s time in the setting. Photographs of daily activities and other updates and information are also shared via their app. Parents report a good level of satisfaction with the care their children receive.

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

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 20 - Child protection	Ensure all staff complete external safeguarding training and develop an understanding of wider safeguarding reporting procedures.
Standard 20 - Child protection	Ensure the safeguarding policy is updated to reflect current legislation.
Standard 10 - Healthcare	Ensure nappy changing procedures are reviewed and to always consider the privacy and dignity of children.
Standard 7 - Opportunities for play and learning	Ensure staff enhance the play and learning opportunities outdoors by introducing more resources to the environment.
Standard 15 - Staffing ratios	Ensure the required adult to child ratios are maintained at all times.
Standard 24 - Safety	Ensure all activities and equipment have a robust risk assessment in place.

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 all policies and procedures are reviewed on an annual basis and this is recorded.

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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