Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

The Burrows Daycare Nursery (Porthcawl) Ltd

The Burrows Day Care Nursery
1 Rowan Drive
Porthcawl
CF36 5AT



Date Inspection Completed

22/05/2024

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About The Burrows Daycare Nursery (Porthcawl) Ltd

Type of care provided	Children's Day Care Full Day Care
Registered Provider	The Burrows Daycare Nursery (Porthcawl) Ltd
Registered places	61
Language of the service	English
Previous Care Inspectorate Wales inspection	4 April 2022
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	**Good**
Care and Development	**Adequate**
Environment	**Good**
Leadership and Management	**Adequate**

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

Summary

Children's voices are consistently listened to, and staff consider their preferences. Children are happy and settled and enjoy their time at the setting. They make friendships and can play in groups or alone. They choose from a good range of activities and are enthusiastic about their play and learning.

Staff have a satisfactory understanding of the setting's policies and procedures. They promote healthy lifestyles. They manage interactions in a positive manner and are warm, patient and kind. They are good role models, and they build the confidence and self-esteem of the children in their care.

People who run the setting ensure they care for children in a safe, secure environment. They have use of suitable indoor areas and benefit from the use of age-appropriate outdoor areas which encourages regular physical activity and fresh air. The setting has a large quantity of varied resources and toys to interest children.

People who run the setting are generally organised. There are policies and procedures in place to support the setting to operate satisfactorily. Staff are well-qualified, and people who run the setting have carried out relevant checks to ensure they are suitable to work with children. The setting has developed good partnerships with parents, who value the service offered, and local schools in the area.

Well-being — Good

Children are happy and have a good voice at this setting. They make purposeful choices and move around the setting confidently. For example, they can choose where to play such as with the role-play resources in the home corner or exploring the sensory area. Children enjoy making decisions as they take part in activities such as making special recipes in the mud kitchen, saying excitedly *"Look at me I'm making a big pie."* Children express themselves clearly using words and phrases. They speak confidently and feel they are listened to by staff. Children who do not wish to take part in a planned activity say so clearly, and happily select different play resources.

Children are settled and cope well as they separate from their parents and carers. We saw staff implement settling in processes effectively, with children receiving gentle comfort and reassurance from staff in terms of who was coming to collect them and when that would be. Children form close bonds with staff, which has a positive impact on their wellbeing and motivation. Children feel a sense of belonging and smile as they receive praise from staff for showing kindness to a friend or being an excellent helper at tidy up time. Children are familiar with their routines and enjoy knowing what is coming next.

Children continue existing school friendships and make new ones at the setting as they meet children from other age groups and classes. They interact well and children of varying ages play happily alongside each other and together. For example, some children played a sorting game together, whilst others played alongside each other readily sharing toy animals. They happily wait their turn for resources and sit calmly at the table at snack time promptly and quietly clearing their plates when finished. They treat the staff, each other, and resources with respect.

Children enjoy their opportunities to play and learn. They show a keen interest and engage well in the experiences available to them. Nearly all children show curiosity and explore a variety of play opportunities. Interactions and co-operation between children and staff are positive. We saw babies and staff sharing a sensory book and interactive toys whilst waiting for lunch. Older children competently engage with each other during activities. For instance, when focusing and sharing during a mud kitchen activity making potions and a mathematical activity of counting and sorting small ducks and containers in the sand pit.

Children develop their independence skills effectively and nearly all children complete selfcare tasks such as getting a tissue to wipe their nose or hand washing independently. They enjoy the process of using the soap dispenser, being able to turn off the tap and using the hand dryers to dry their hands. They ask for help from staff if they need to.

Care and Development — Adequate

Staff are experienced and knowledgeable. They understand the setting's policies and procedures, and, in the main, implement them in a satisfactory way. They promote healthy lifestyles, physical activities, and children's personal well-being. Staff manage risks satisfactorily and keep children safe. They prioritise safeguarding and have a clear understanding of their responsibilities to protect children. Staff know how to raise concerns and confidently explain the setting's procedures. Staff follow good hygiene practice. They are at hand to offer praise and support when children use the toilet, respecting children's privacy and dignity at this time and when changing nappies. They wear appropriate aprons and gloves during snack preparation and ensure that foods served are varied, healthy and nutritious. Staff know the children very well and are aware of their individual dietary needs. They allow time for children to make choices about what they wish to eat and, in the main, are familiar with their responsibilities to safeguard children with allergies and intolerances. We saw clear posters as well as information in the children's record sheets which support safe practices. Staff are knowledgeable regarding their responsibilities to support children with additional learning needs and ensure care plans are in place if needed. They follow clear procedures regarding medication, accidents, and incidents.

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 example, they sit with children during lunch and snack time, modelling good social and communication skills, leading to meaningful discussions. Staff respond to children's requests and questions and interact with them in a kind and consistent manner demonstrating respect for each other and children. They are caring and sensitive to the needs and experiences of children, sharing a positive approach to managing children's behaviour. Staff move around the environment continuously and are always close by to support children and offer reassurance. They praise children for being kind or sharing resources and this has a beneficial impact on children's behaviour and self-esteem.

Staff are knowledgeable. have a satisfactory understanding of children's needs and interests and how this affects their learning experiences. They work together to build the children's confidence and resilience and strive to provide interesting opportunities, which are led by children's choices and decisions. Staff use some incidental Welsh such as words of praise and greetings**.** They provide children with varied and valuable opportunities to learn about the world around them by celebrating different cultures and festivals such as Diwali, St Valentines Day and Dydd Gwyl Dewi through craft activities and stories.

Environment — Good

People who run the setting have good measures and policies in place to ensure everyone is aware of their responsibilities regarding the children's safety. They ensure the environment is secure and well maintained, both indoors and outdoors. The setting offers a separate entrance and exit point for children and their parents/carers. People who run the setting ensure a good level of security. Visitors can only access when authorised to do so and complete the visitors record system. People who run the setting carry out daily safety checks and keep purposeful risk assessments which they review as and when they identify any additional measures. They also keep effective and accurate fire risk assessments, and review these at least annually. They keep building and equipment safety certificates up to date.

People who run the setting offer a friendly, warm, and welcoming environment. They provide good spaces for children with clean and open areas to play and learn, where they have the freedom to move around independently and safely. People who run the setting and staff prepare the play spaces carefully to allow children to have the best possible experiences. For example, they provide a well-resourced home corner, dressing up, reading corner, an area for floor play, and an area where creativity and craft activities can be enjoyed. Outdoors, there is access to a small rear area as well as an enclosed area to the front of the building for babies and toddlers. Older children have their own well-resourced free flow covered outdoor area in the Clubhouse section of the nursery. People who run the setting offer a welcoming space for children to arrive and hang their belongings and for parents to share messages. They have a well-equipped kitchen and a separate confidential meeting area where staff can take a break. All paperwork is stored confidentially. There is a noticeboard in the main reception area which is full of relevant and up to date information for parents and visitors.

People who run the setting provide a good range of age-appropriate furniture to stimulate the children's curiosity. For example, child size tables and chairs and quality children’s kitchen units. We saw a range of books, of small world play resources such as dinosaurs, farm animals, large construction blocks and sorting resources.

Leadership and Management — Adequate

People who run the setting have a satisfactory vision for the service and share this with others. They are enthusiastic about their work. People who run the setting have comprehensive policies and procedures in place and a purposeful statement of purpose, which contribute to the smooth running of the setting. Overall, they are knowledgeable about their regulatory responsibilities and are organised in reviewing policies, certificates, information, and records regularly. They maintain staff files well in line with regulatory requirements on a Digi Docs system. However, although registers of attendance are up to date and correct in respect of children's attendance, they are not always correct for staff, including in relation to breaks over lunch times. People who run the setting ensure that children's records include parental contracts, permissions, and responses.

People who run the setting present an annual quality of care review, showing evidence of how they respond to feedback. They have arrangements in place for identifying strengths and areas for improvement and all staff are committed to improving the quality of provision and outcomes for children. People who run the setting distribute questionnaires electronically and listen to the opinions and views of those who use the setting. As a result, they work continuously to develop their service.

People who run the setting are working towards establishing a team of staff who work closely and effectively and feel valued and supported. Staff confirmed that people who run the setting are striving to achieve a cohesive staff team that work well together. However, people who run the setting did not correctly deploy staff across the nursery at lunch time and therefore did not maintain staffing ratios during this period. As a result, not all children received the support and care they required at this time. In addition, they did not effectively manage the arrival or departure of babies which meant they did not maintain staffing ratios at other times in the baby room. Since the inspection visit, people who run the setting have confirmed they have amended the staff lunch time rotas and are maintaining correct staffing ratios throughout the nursery. Whilst no further immediate action is required, this is an area for improvement, and we expect the provider to take action. People who run the setting ensure staff mandatory certificates are up to date and they provide regular training as part of their ongoing professional development. They ensure systems for appraisal and supervision encourage reflection, enabling staff to set personal goals.

People who run the setting have established good partnerships that improve the quality of provision and outcomes for children. They have good links with the local schools where they provide school collection and drop off services as well as supporting children in their transitions into their next stage of education.

Parents are supportive of the setting and team of staff. We saw clear examples of good relationships and clear and open communication with parents and carers when dropping off and collecting their children. Parents and carers spoken to are complimentary and praise the staff saying their children really love attending.

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
27	Staff were not deployed correctly at lunch time as as a result children in three sections of the nursery namely the preschool , toddler and baby section of the nursery were not provided with the correct level of support and care required as staffing ratio's were not maintained during the lunch time period. Additionally children in the baby section were not dropped off and collected in a timely manner resulting in further issues of staffing ratio's not being maintained post lunch in the baby section of the nursery. Ensure that staff are deployed correctly in all sections of the nursery at all times and that children are dropped off and collected at the agreed time in order to maintain the correct staffing levels required at all times and provide children with the correct level of support and care needed at mealtimes.	New
30	Registers of attendance were not being completed correctly in relation to staff over the lunch time period at the nursery to include staff leaving and returning for staff breaks and contingency staff moving into different areas of the nursery to care for children and cover staff breaks. Ensure that staff registers are maintained correctly at all times to ensure that there is an accurate daily registered of attendance for children which shows both their hours of attendance and the persons looking after them in line with regulatory requirements.	New

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)
	No NMS Recommendations were identified at this inspection

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 09/07/2024