Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Aspire Day Nursery

69-71 Pontardulais Road
Gorseinon
Swansea
SA4 4FF



Date Inspection Completed

24/07/2024

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About Aspire Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Person	Rowena Bent
Registered places	36
Language of the service	English
Previous Care Inspectorate Wales inspection	23 October 2020
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

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

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

Summary

Children have a strong voice. Nearly all children are happy and settle quickly. They are confident and engage well. Children are interested and involved in their play. They are developing their independence skills successfully.

Staff work well to keep children safe and healthy. They are aware of their responsibilities to safeguard children. Staff interact positively with the children, supporting their individual needs. They engage with children in their play and encourage children to become independent.

Overall, leaders offer a suitable environment which supports children to learn and play. There is an appropriate range of toys, resources and equipment which children can explore and use. Regular checks are undertaken, although they do not always reduce risks or hazards.

Leadership and management of the setting is improving. There has been progress following the last inspection, although this needs to continue further. Staff feel well supported and there are strong partnerships in place. We, Care Inspectorate Wales (CIW), have noted several recommendations as part of this inspection.

Well-being — Good

Children have good opportunities to make choices and decisions about what activities and resources they want to play with. For example, choosing to play inside, or outside. Children decide if they would like tomato, cucumber, breadstick and hummus at snack. They confidently ask staff *"I want more"*, with their wishes met. Older children positively express what they enjoy playing with and how they feel.

Nearly all children are happy and cope well with separation from their parents or carers. We saw nearly all children settle and quickly engage in play of their choice. Children are confident to call staff names and express how they feel. Older children told staff *"I am happy because I am excited to go to Legoland"*, with an engaging discussion taking place between children and staff. Children receive support and reassurance, having regular cuddles and comfort. Younger or unsettled children are supported by singing and having close contact with staff. All children are familiar with routines. For example, at meal, sleep and home times.

Children express enthusiasm and enjoyment. They smile, laugh, and engage with each other and staff. Children cooperate well, listening to instructions given by staff. For example, whilst preparing tomatoes for snack, they listened to instructions to cut them into four. Nearly all children share, or play alongside one another happily, with little support from staff. Nearly all children sit together well, whilst eating their meals and engaging in group time activities. Older children confidently ask questions and receive responses promptly.

Children are interested in their play and learning. They follow their own interest and engage in activities of their choice, with free flow between indoor and out promoted throughout most of the day within the main room. For example, playing in sand, construction area, and taking part in gross motor play outside. Younger children engage in 'peek a boo' in a mirror with themselves and staff. They are beginning to count and play with large blocks and sensory toys. Older children take responsibility and help. For example, at snack time getting their own crockery.

Children are developing their independence skills well. They help to tidy up and follow most instructions. They prepare their own snacks and pour their own drinks and are supported, if needed. Children competently access the self-serve snack area and help themselves to snack using tongs. They access bathroom facilities independently, or with support of staff.

Care and Development Good

Staff are clear about their roles and responsibilities in keeping children safe. They suitably answer child protection scenarios and explain the setting's basic procedures. Although not all staff have appropriate training in first aid and child protection. Accident, incidents, and existing injuries are recorded efficiently, and shared with parents via an online application. Children are encouraged to participate in tooth brushing and regular hand washing after using the toilet facilities and before eating. Children are provided with healthy snacks and meals. Drinking water is available throughout the day for older children, which they can access independently, whilst babies have drinks available in beakers. There is information around children's individual allergies and intolerances, and we saw clear information on display within each room.

Staff promote a calm and relaxed atmosphere. They are good role models and interact warmly and purposefully. For example, many sit with children during meals promoting good social and communication skills. Staff have consistent expectations of behaviour and work in line with their behaviour management policy. They praise children for being kind or sharing resources. We heard staff using *"da iawn", "good job",* and *"well done"* throughout the day. When reminders are needed, they are done in a calm manner. Children respond well to requests from staff and on the day of the inspection, behaviour was generally good.

Children are cared for by staff who are caring and responsive to their needs, offering a range of creative, physical, imaginative and sensory activities. They know children very well. Staff are enthusiastic and engaging with children, ensuring their play, learning, and development is promoted. Staff extend children's learning well. We saw children create an imaginary 'bus' whilst playing in the role play area outside. Staff joined the 'bus' developing conversations about different types of transport, the noises and speed they go at. Staff acknowledge when children are progressing, and comment when a child says a new word for the first time, providing praise and recognition. They support children's physical development well. Nearly all children have exercise and fresh air, with regular outdoor play opportunities. Staff are alert to children who may have additional learning needs, they have good procedures for support in place. Children's development is monitored regularly by the staff. They complete development records to help track children's progress and implement observations, including next steps for children. There is topic and weekly planning in place. Staff use Welsh regularly during the day, particularly at key points and transitions, such as tidy up time and in adult led groups.

Environment — Adequate

Overall, leaders promote a safe, secure and clean environment, although some improvement is required to reduce risks to children. The main door is secure with a video entry system and all visitors sign in. The recently updated outdoor area has suitable fences and gates in place. Overall, the building is suitably maintained with evidence of the required safety checks in place, including fire and electrical tests. A new boiler has recently been installed. Following the inspection visit, a gas safety check has been provided. Very regular fire drills ensure staff and children know what to do in the event of an emergency. Although staff are aware of potential risks within the environment and carry out daily checks on a variety of areas, risks are not always recorded or removed promptly. There are written risk assessments in place for most areas and activities within the setting. However, not all have been updated following recent developments. For example, the main garden and the undercover baby garden. Leaders have prioritised improvement within the nursery, recently having new flooring and bathroom facilities fitted.

The service offers a suitable environment which supports children's development and independence. The main large playroom and outdoor area, allows children to move freely between them, promoting effective free flow. There are also specific rooms for babies and after school club/holiday club. Leaders and staff organise the play and learning environment effectively. Children access toys and resources independently. The playrooms allow children to explore and learn through play. For example, there are areas for messy play, reading, mark making, home corner/dressing up and rest. Children thoroughly enjoy and benefit from playing outdoors. The outdoor space allows for appropriate challenge and risk suitable for their age and stage of development. Recent developments and extensions to the undercover outside area allows for more space and access in all weathers, as well as a separate undercover outside area for babies.

Leaders ensure the quality of resources and equipment are of an adequate standard. They offer children a satisfactory variety of age-appropriate furniture, toys and equipment both indoors and outdoors. Low-level storage enables children to identify and choose resources easily. Equipment provided is suitable for the children attending. For example, there are age-appropriate toilets and wash hand basins, with a variety of tables and chairs for the ages of the children attending.

Leadership and Management — Adequate

Leadership and management of the setting is improving. Following our last inspection, leaders have taken action to comply with the national minimum standards and regulations, although there are still some inconsistencies. They need to sustain improvements consistently across the setting. Generally, leaders keep CIW up to date with notifications, informing us of any changes in staff. Following our inspection, a Statement of Purpose has been updated alongside recent staff changes.

Leaders maintain accurate records. They complete registers with actual times of children's arrival and departure and when children move into different rooms. Staff members sign in and out of the setting, at the start and end of the day, as well as when they take a lunch break. However, staff do not sign out when going on a school run. Following our visit, a new system has been introduced when they complete school runs. Children have complete contracts, with consent forms in place. There are a range of policies and procedures, which undergo regular review. However, they do not always reflect changes in the provision and provide clear information. Such as the medication and safeguarding policy. Following the inspection visit, they have reviewed policies to accurately reflect the current provision. They have up to date certificates such as public liability insurance. The setting manages the cars used for school runs, there are appropriate documents, including MOT, TAX, and business insurance in place.

There are appropriate reviews for the evaluation of the service. A thorough quality of care report has been provided alongside the Self-Assessment of Service Statement (SASS). The report reflects parental, children's and external partners views. It reviews a range of information within the service and clearly includes next steps to improve the provision.

Leaders follow appropriate recruitment processes to safeguard children. There are suitability checks in place, including an onsite induction prior to employment. Staff files are complete with all regulatory information. All staff have current Disclosure and Barring Service checks. Staff have support from their leaders, with supervisions and appraisals undertaken, although not all supervisions are always recorded and thorough. Staff informed us they feel well supported at the setting. Formal and informal team meetings regularly take place. There are opportunities for staff to undertake training as part of their continual professional development.

Leaders work closely with other professionals, including the local authority and outside agencies. This is a real strength of the setting. Leaders promote positive partnerships with parents. The implementation of an online application promotes effective information sharing, alongside a private social media group and verbal conversations at the start and end of the day.

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.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	
28	The registered person is not compliant with regulation 28: suitability of workers The registered person must ensure that all staff have complete records which comply with the standards set in regulation 28.	Achieved
30	The registered person is not compliant with regulation 30: keeping of records. All records need to be accurate, thorough, and fully completed to ensue that they reflect what has happened at the service	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 effective risk assessment are updated following any changes at the setting and daily checks are thorough, identifying and removing and unnecessary risks.
Standard 18 - Quality assurance	Ensure policies reflect the current provision and the safeguarding policy includes more detail.

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 supervisions are effective, worthwhile and formal records maintained.
Ensure staff undertake appropriate first aid and child protection training

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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