Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Rhayader Community Day Nursery

Rhayader Community Nursery
Rhayader
LD6 5LT



Date Inspection Completed

09/07/2024

Welsh Government © Crown copyright 2024.
You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

About Rhayader Community Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Rhayader and District Community Support
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	22 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	**Good**
Environment	**Good**
Leadership and Management	**Good**

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

Summary

Children are content, settled and enjoy attending the setting. They are confident and interact positively with other children and staff, co-operating and playing happily together or alongside each other. Children have good opportunities to develop and learn and their independence skills are developing well as they participate in a variety of experiences.

Staff engage well with children and respond to their needs effectively. They plan a good range of playful activities and provide a supportive learning environment. Staff have a good understanding of how to keep children safe and healthy.

The environment is safe, secure, and very clean. There is a range of play spaces and resources to support the children's play and learning. Leaders ensure children have access to a good range of age-appropriate resources and equipment, both indoors and outdoors.

Leaders run an effective and well organised setting. They are committed to on-going improvements and strive to provide high-quality childcare. Leaders understand their regulatory responsibilities and support staff well. They have established strong partnerships with parents and other professionals.

Well-being — Good

Children have a reasonable voice and can make choices about how they spend their time. For example, they can choose to play in the messy area or, when outside, freely explore the sand tray, play with balls or ride on trikes. Nearly all children communicate confidently in ways appropriate for their stage of development. Most older children express themselves using words and phrases whilst younger ones use non-verbal cues such as pointing. For example, when asking for bubbles.

Children feel secure and safe. They are happy, settled, and comfortable in their environment. Children develop very good relationships with staff. They know and follow the consistent routines of the day which helps them develop a strong sense of belonging. Children listen well and co-operate with familiar tasks such as helping to tidy up or putting their flannels in the wash basket after meals.

Children behave very well. Younger children play alongside each other, whilst older children start to play together, some are developing friendship groups. During mealtimes children enjoy a relaxed atmosphere when they can socialise with each other and staff, there is a happy buzz of chatter as they eat together. They benefit from kind, caring staff who manage minor incidents effectively in line with their behaviour management policy. Consequently, children are learning to share, take turns, and consider others.

Children are enthusiastic and enjoy their opportunities to play and learn. They engage actively in the experiences provided for them. For example, as they throw beanbags onto coloured spots or jump from one to the other naming the colours in Welsh. Most children concentrate for an appropriate length of time and respond positively to encouragement from staff such as when sorting and matching farm animals and colours or listening to stories. They particularly enjoy being outside. Children squealed excitedly as they spotted one or two tadpoles still swimming around in the temporary pond or laughed as they chased balls up and down. Younger children happily clambered on the climbing cube, chalked on the boards, or chased the bubbles.

Children learn and develop skills and dispositions well from the activities and experiences provided for them. They have good opportunities to develop independence in self-help skills and learn to do things successfully for themselves. For example, hanging up or putting on their own coats, washing their hands, manipulating cutlery, or using the bathroom.

Care and Development Good

Staff implement the settings policies and procedures effectively to keep children safe and healthy. They gave confident answers to child protection scenarios and knew how to report any concerns they may have about children or adults. Leaders record any concerns that may arise and during the inspection made alterations to their system to make it easier to monitor any patterns that may emerge. Several staff have recently completed updated safeguarding training in line with the requirements of the revised National Minimum Standards and leaders have booked appropriate courses for others. Staff follow suitable procedures for recording accidents and any medication they administer, and record injuries children may have when they arrive at the setting which they discuss with parents. They implement good hygiene procedures in relation to nappy changing and food preparation and serving. Staff are aware of any allergies children have and careful systems are in place to manage these. They encourage a healthy lifestyle by providing children with nutritious meals cooked on the premises and ensuring they have plenty of opportunities for physical play in the fresh air.

Interactions between staff and children are consistently good, demonstrating warmth and kindness. Staff are positive role models for children. They engage purposefully with them throughout the day speaking respectfully to them and each other. This creates a calm and relaxed atmosphere. Staff effectively implement a good behaviour management policy and sensitively manage any minor issues through explanation, distraction, and praise.

Overall, staff meet the needs of children effectively. They plan activities around skills development and themes and support children well during these activities. As a result, children make good progress in most areas. The organisation and planning of indoor provision, however, means opportunities for children to freely explore, follow their own interests and imaginatively lead their own play and learning are more limited. Craft activities do not always give children full scope to experiment with media and develop their own creativity. Staff have not yet considered the Curriculum for Wales or the Quality Framework for Early Childhood Play, Learning and Care in Wales to help them develop their practice in these areas. Staff observe children in relation to their planning and track their progress which helps in planning further activities. They keep comprehensive development records and produce an annual report for parents. We heard a good amount of Welsh spoken at times during the day, and staff are working on developing this as part of their improvement targets. Staff are aware of and alert to children’s individual needs or additional learning needs. They work closely with parents and other professionals to support them well.

Environment — Good

Leaders have effective measures in place to ensure everyone fully understands their responsibilities in relation to the safety and welfare of children. They ensure the environment is safe and secure indoors and outdoors. Leaders manage access to the setting well. They record visitors and the attendance of children and staff consistently and accurately. They complete and regularly review suitable risk assessments for all aspects of the nursery's operation and carry out comprehensive daily safety and cleaning checks. Leaders ensure they arrange tests for relevant building systems such as electrical and firefighting equipment. They complete regular fire drills and maintain detailed records to ensure that all staff and children can evacuate the building in the event of an emergency. All areas of the nursery are clean and well maintained.

The playroom is light and welcoming. The layout allows children space to move around freely and play. Staff make good use of open shelving and attractive storage baskets to display resources that children can access independently. One corner of the room is divided off to provide a safe space for children under two to play whilst still enabling them to benefit from seeing the older children and joining them to eat. Children can access bathroom facilities directly from the playroom which supports children's independence as they grow and gain confidence with personal care routines. There are suitable nappy changing facilities which allow for the protection of children's privacy and dignity. Good sized garden spaces are accessible from the playroom which provide further good opportunities for play and learning.

Leaders provide a varied range of resources and equipment inside and outside that are of good quality and suitable for the children using them. Staff arrange the resources into areas such as a home corner, a messy play corner and a quiet room. Some resources are of natural materials. However, resources that promote cultural awareness and diversity or that children can use imaginatively for different purposes are more limited. Outside resources include wheeled toys, climbing apparatus, planting areas, balls and chalk boards.

Leadership and Management — Good

Leaders have a good vision for the setting which they share successfully with staff. Overall, paperwork is well organised and regularly reviewed, although some policies are not entirely clear. For example, the safeguarding policy is not clear in relation to some procedures. Leaders have a clear Statement of Purpose in place which reflects the services offered and is useful for parents.

Leaders recognise the importance of self-evaluation and review the quality of their care annually. They seek the views of parents, children and staff and use these to help inform their review. Leaders produce a report of the review which offers some evaluation of the nursery and identifies relevant areas they would like to improve. Leaders also work with the local authority to help them further evaluate their environment. They are receptive to feedback and welcome ideas or suggestions to improve their practice.

Leaders implement robust recruitment procedures to safeguard children and to ensure staff have the necessary qualifications and experience to provide quality care. All mandatory training and suitability checks are up to date and leaders are supportive of additional staff training. They support staff effectively through regular, meaningful supervision and appraisal. Leaders deploy staff effectively to ensure they maintain ratios throughout the day and as a result successfully meet children's needs. Staff we spoke to said they are happy at the nursery, feel well supported and able to express their views.

Leaders and staff develop strong relationships with parents. They gather all relevant information before children start at the nursery to enable them to support individual needs effectively. They keep parents informed about their children through a variety of methods that include verbal feedback, newsletters, annual reports and an open-door policy. Leaders and staff develop cooperative relationships with other childcare settings that operate on the school site, the school, and local authority advisers.

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
	Staff records not in line with Regulations	Achieved
	Not sustaining sufficient staffing across operational hours, Reg 27	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 20 - Child protection	Ensure the Child Protection Safeguarding policy clearly reflects practice.
Standard 23 - Equipment	Develop provision of resources to promote cultural awareness, diversity and children's ability to develop their imagination and creativity.

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)
Consider the Curriculum for Wales and Quality Framework for Early Childhood Play, Learning and Care in Wales to support continuing development of planning and provision.
Develop the Quality of Care Review to be more evaluative of outcomes for children and consider developing an action plan to support progressing identified improvements.

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.

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- Inspection report survey

If you wish to provide general feedback about a service, please visit our Feedback surveys page.

Date Published 16/08/2024