Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Dechrau Disglair

Dyffryn Y Glowyr
Heol Bethel
Lower Cwmtwrch
Swansea
SA9 2PT



Date Inspection Completed

26/01/2023

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About Dechrau Disglair

Type of care provided	Children's Day Care Full Day Care
Registered Provider	The Dechrau Disglair Committee
Registered places	30
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	Click or tap here to enter text. 16 January 2019
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of people who use or may use the service.

Well-being	**Excellent**
Care and Development	**Excellent**
Environment	**Excellent**
Leadership and Management	**Excellent**

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

Summary

Children have a very strong voice. They communicate very well as their wishes and needs are considered fully. Nearly all children feel safe and happy. They develop strong relationships with their peers and staff. Children enjoy their play opportunities very much and are developing as independent learners.

Nearly all practitioners understand policies and procedures to promote healthy lifestyles, physical activities, safety and personal well-being, and implement them. Staff interact extremely well with the children. They promote the Welsh language and expand the children's development successfully.

Those responsible for running the nursery have very effective measures in place to ensure that everyone understands their responsibilities in relation to the well-being and safety of children. The new, modern environment is in excellent condition both indoors and outdoors. There is a wide selection of high-quality resources and equipment which meet developmental needs extremely effectively.

Those responsible for running the nursery have an outstanding vision for the future, and they share this with others. Robust recruitment processes are in place and those responsible for running the nursery lead and manage staff effectively. The self-evaluation and action plan are purposeful and partnerships are exceptional.

Well-being Excellent

Children have a very strong voice. Most children communicate very well as their wishes and needs are considered fully. An example of this was seen when a child approached staff saying *“I need a sticker for helpu!” (helping)* and the staff responded immediately. Children were seen telling staff that they wanted clean clothes. Nearly all children have exciting opportunities to make choices and decisions about what affects them. Children were given a choice of a personal blanket, teddy or dummy to settle happily and children were seeing choosing to wear wellies inside and this was respected. Children's views and interests are valued. Children felt confident to wear fancy dress when moving from the indoor area to the outdoor area. Most children gather on the mat to sit and sing and other needs are appreciated as they follow their personal interests when playing in their chosen play corners during circle time. Children's feelings are very much acknowledged and valued. Children were heard telling staff that they wanted more and this was respected.

Nearly all children feel safe and happy. Children develop very good feelings of achievement and are keen to talk about what they are doing. When a child was playing on the balance bikes outside, they said *“Look! I’m doing it!!”* and staff responded to the child saying *“Yes! Excellent!”* and the child smiled. Children settle quickly by approaching staff or going to their favourite play corners. They clearly have a strong sense of belonging at the nursery. They move around naturally and confidently inside and outside and a child was heard saying "*I found my chair!”* Most children cope very well when they arrive at the nursery. During snack time, children were heard discussing their family trips with staff, saying that they had been to see animals on their recent holiday.

Nearly all children develop strong relationships with their peers and staff. Children were seen coming in quietly and then, when they saw a familiar member of staff, they ran to them for a cuddle. Children were also seen going to staff for a cuddle after falling. Most children interact very well. They share resources in the play areas successfully, such as sharing equipment in the sand tray, books, dolls and a tea set in the role play corner. Nearly all children co-operate enthusiastically when playing freely. Some children were seen playing with small world figures and showing a model of a doctor to staff and telling them that it's ‘daddy’. Children show sensitivity towards other children. They ensure that their friends get a turn using spoons to stir the tea in the role play corner and others helped out when a child fell. Children listen to instruction from staff to share bubbles with others.

Nearly all children are given opportunities to immerse themselves in their personal interests with all sorts of corners and resources. They love expressing enthusiasm and enjoyment in their play. Children are highly motivated and fully engaged in their play. Children were seen choosing to play with physical resources by playing with a ball, sharing well and laughing out loud when throwing a teddy into the air with the blanket. Children were heard shouting happily and were full of excitement when catching bubbles. Children also enjoy quiet

periods in the reading corner when discussing books such as ‘Smot’ with staff. Children enjoy their freedom to explore their indoor and outdoor environment. They enjoy playing with sand outside, using trucks and making tracks in the sand. Children enjoy opportunities to see connections with ‘real life’. Resources such as China cups, water and tea bags were used to make their own tea.

Most children are developing and becoming independent learners. When playing, children show excellent skills on balance bikes, choosing books and turning pages correctly. Children were seen playing with wooden blocks, placing one on top of the other successfully and counting with the help of staff. Children follow their interests and develop very effective independence skills for their age. They are familiar with daily routines and could spread butter on their cracker independently and pour their own water/milk. Most children fetch their coats and put them back on the hooks while other children are supported to do this.

Care and Development — Excellent

Nearly all practitioners understand policies and procedures to promote healthy lifestyles, physical activities, safety and personal well-being, and implement them. Nursery staff follow daily cleaning routines and keep records. They use gloves when assisting children at meal times and ensure all children have washed their hands before eating. Staff follow the procedures for nappy changing ensuring surfaces are clean, using PPE and cleaning the changing area after each nappy change. Nearly all members of nursery staff have current paediatric first aid, food hygiene and safeguarding certificates. Nursery staff show a robust understanding of child protection policies and procedures when discussing potential scenarios. There are excellent arrangements in place for children to be supervised carefully. Staff were seen counting the children carefully when moving between the indoor and outdoor areas, ensuring that ratios were met consistently. Safeguarding procedures are implemented and understood by staff. Staff undertake and record daily checks and risk assessments carefully. Relevant records of accidents, incidents and medication are kept and signed appropriately. Staff are aware of children and staff's allergies and intolerances, and these are displayed. Nutritious food and drinks are provided during snack times, which include fruits and cereals as well as water and milk. They bring their own drinks from home. Despite this, some drinks had sugar. Children bring a packed lunch from home and these are very nutritious on the whole.

Nearly all members of staff interact extremely effectively with the children. Staff take pride in the children's achievements on their balance bikes, saying "*Woo hoo da iawn" (Woo hoo well done)* and they praised a child for completing a jigsaw puzzle "*Good job - da iawn!"* (Good job - well done!) Nearly all staff manage interactions in a very positive way and discuss care at home by telling children to be careful and not burn themselves when making a cake. While playing, they also encourage children to wear a helmet for safety. Staff understand how to implement the behaviour policy in a positive and consistent manner. They encourage children to share effectively. For example, they comment "*Good sharing a diolch am helpu" (Good sharing and thanks for helping)* when sharing resources to 'make tea'. They also encourage children to share outside. Children were heard saying "*I want to go on a bike"* and staff responded saying "*Gei di tro ar ôl dy ffrind*" *(You can have a turn after your friend)*. Staff know the children very well and understand their behaviours. That is, they understand that some children struggle with sharing and they deal with this very well. A good example of this was when staff were seen offering children similar resources, such as bubbles, when they all wanted to play with the same thing. They are very good role models and show courtesy when interacting with children and encouraging them to be polite to each other when playing, and when getting their snack.
Staff show an interest in the children's interests. For example, outside, a child saw a bus and shouted "*Bws*!!!"*(Bus!!!)* and staff said "*Ie bws melyn yn dod! Dwed hwyl fawr!*" (*Yes, the yellow bus is coming! Say goodbye!).*

Nearly all staff interact with children in their home language and Welsh is promoted at all times. Staff promote children's development and meet their individual needs successfully. For example, when staff see children going to the books and puzzles, they take the opportunity to introduce language, developing children's understanding of colours, and naming animals, fruits and shapes successfully. They use mathematical language when making tea, using words such as 'mawr a bach' (big and small) when discussing dishes and spoons. Staff model and promote Welsh by singing songs such as 'hwyl fawr ffrindiau', 'un bys, dau fys' and 'clap clap un dau tri.' Staff ensure children make progress in their development by using observations to plan for the next steps in their play. They listen to the children's views consistently and interact with them in a positive way, showing warmth and kindness. They respect that some are not ready to sit down for a story and song. Staff are aware of children's development and plan for their next steps effectively. This information is shared with parents verbally and through an online app. Most staff understand children's individual educational needs and take purposeful steps to meet their needs, providing emotional support, speech and language therapy, as well as meeting dietary and health needs very well. Staff use sign language to sign water/milk at snack time to promote understanding. Staff encourage children to be independent in a positive way, encouraging persistence and stimulating development when opportunities arise. Staff encourage children to put their coats on themselves.

Environment — Excellent

Those responsible for running the nursery have very effective measures in place to ensure that everyone understands their responsibilities in relation to the well-being and safety of children. The environment inside and outside the nursery is completely secure. Those responsible for running the nursery monitor CCTV systems and a security system on the external doors to stop members of the public from coming in. They check visitor badges. Comprehensive general risk assessments are carried out and reviewed regularly. Fire risk assessments are updated and maintenance records are up to date. Despite this, there is a lack of detail regarding fire drills.

The new, modern environment is in excellent condition both indoors and outdoors. The toilets and changing facilities are accessible and clean, providing appropriate privacy and dignity for children. The furniture and equipment are suitable for all ages and stages of development and there is plenty of space for children to socialise and move around effectively. The environment creates a sense of belonging. That is, Santes Dwynwen crafts are displayed in the nursery and there are photographs of children’s families on the wall. An excellent range of resources and equipment are available at the children's level to enable them to choose when playing freely with small and large items.

Those responsible for running the nursery ensure that there is a very good number of resources and these are in excellent condition. They provide stimulating resources for all ages and stages of development to promote and develop personal and social, language and mathematical skills through sensory play, imaginative and creative play, small world, physical play and role play. A large number of Welsh and English books are available for children. The outdoor area provides a significant extension to the play and learning environment. They expand children's knowledge and understanding by providing a wide and exciting range of resources and activities that stimulate children's curiosity and engage their interest and imagination. That is, they use the external environment to develop climbing, balancing and creative skills, as well as playing in the mud and sand. There are high-quality resources outside including toys and equipment for building, climbing, exploring and making music, as well as a reading corner, mud kitchen, cars and balance bikes. They are growing herbs outside, and staff were seen giving children opportunities to explore insects while playing, encouraging them to lift mats and look for them. Those responsible for running the nursery ensure that a very good number of reading resources, dolls, costumes and puzzles are available, which engage children's interest in the wider society, celebrating equality and cultural awareness.

Leadership and Management — Excellent

Those responsible for running the nursery have an excellent vision for the future, and they share this with others. They ensure the statement of purpose complies with all relevant regulations and meets national minimum standards. The statement of purpose was shared with CIW during the inspection. Those responsible for running the nursery are very knowledgeable regarding their regulatory responsibilities. They ensure that necessary records are kept correctly. Those responsible for running the nursery ensure that policies are in place, and these are implemented constantly. They ensure that thorough arrangements are in place for organising and sharing information with staff and, as a result, staffing ratios and children's needs are met fully.

Those responsible for running the nursery manage staff effectively. They conduct regular supervision and appraisal sessions. Those responsible for running the nursery set high expectations for staff and hold discussions about policies and procedures at regular staff meetings. They follow timely and robust recruitment processes to safeguard children, and good induction procedures are in place for volunteers and staff. Staff feel they are part of the nursery's family and are very happy to be there. According to staff, those responsible for running the nursery are supportive and they are offered plenty of training opportunities to develop their professional career. The nursery provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of people who use the service. Those responsible for running the nursery are proactive in keeping up to date with current best practice, fulfilling the requirements of Welsh Government's Food and Nutrition guidance for childcare settings. They are very aware of the prevent duty in relation to radicalisation and terrorism activity. Those responsible for running the nursery have received the latest training on the principles of additional learning needs (ALN) for practitioners in statutory roles. All staff hold current DBS checks. Those responsible for running the nursery engage with Care Inspectorate Wales (CIW) and other organisations in a timely manner. They have a very good understanding of their roles and responsibilities to safeguard children, and gave good answers to potential scenarios.

The self-evaluation and operational plan is purposeful and is a tool for creating an action plan, which is continuously monitored and audited by people running the nursery. They gather and review views of nursery staff, parents, children and others in order to create targets and changes for the nursery.

Partnerships are excellent. They raise funds by holding picnics and barbecues, and they raise money for charity every year. They have a good partnership with the local school and wider community. Those responsible for running the nursery take advantage of opportunities to communicate with parents using an app which enables parents to see photos, development and discuss children's needs easily. Newsletters are shared with parents giving them information about changes, arrangements and important dates. There

is strong collaboration between those responsible for running the nursery and external agencies. Parents of children highly commend the service. Their comments include, *“Staff are absolutely amazing, our child loves attending the setting”* and *“Staff always make sure there is a wide range of play activities available for them and we are very lucky to have a wonderful new setting.”* Parents feel that the nursery shares information about their children very well and they are very happy with their children's progress, especially regarding the Welsh language.

Recommendations for compliance with the National Minimum Standards

Add R1. R2 etc and the required wording manually These are not regulations but national minimum standards.

R1 Develop the level of detail recorded during fire drills

R2 Encourage parents to give their children water in accordance with Welsh Government's guidance, 'Food and Nutrition for Childcare Settings'.

Summary of non-compliance	
Status	**What each one 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
14	No supernumerary person in charge	Achieved

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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