



Inspection Report

Meithrinfa Seren Day Nursery

**University Of Wales Trinity St. David
Lampeter Campus
College Street
Lampeter
SA48 7ED**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

06/03/2025

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About Meithrinfa Seren Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Seren Day Nursery Ltd
Registered places	36
Language of the service	Both
Previous Care Inspectorate Wales inspection	8 August 2024
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service anticipates, identifies, and meets the Welsh language and cultural needs of people who use, or may use the service.

<u>Well-being</u>	Good
<u>Care and Development</u>	Adequate
<u>Environment</u>	Good
<u>Leadership and Management</u>	Adequate

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

Summary

Children enjoy their time at the setting. They are happy and confident. Children have a strong voice and can make choices and decisions about what they do and where they play. Children play co-operatively and have developed good relationships with the adults caring for them. They enjoy their play and have some opportunities to develop their independence skills enabling them to do some things for themselves.

Staff work sufficiently to implement most of the setting's policies and procedures. They are kind and caring towards children and provide positive interactions to ensure children feel happy and valued. Most understand their responsibilities and roles for keeping children safe. Staff provide a play-based curriculum and plan some enhanced activities to support children's interests and development.

Leaders ensure the nursery is welcoming, safe and secure. Furniture, equipment and resources are of good quality, clean and accessible to children. There is an outdoor play area which is well resourced.

Leaders have a developing vision for the nursery. Overall, there is an appropriate range of detailed policies and procedures to support the running of the nursery. Overall, paperwork is organised and completed to a good standard. Developments have been made in relation to record keeping and staff suitability checks. However, leaders do not always ensure the service meets the requirements of the national minimum standards.

Well-being**Good**

Children are safe and happy, and nearly all are settled. Most children cope well with separation from parents. Those who need a little extra reassurance readily turn to staff, with whom they develop warm, close relationships, for comfort or cuddles. Children learn the routines of the day well, which helps them develop a sense of security and belonging.

Children have a strong voice. They can make choices and decisions about what they do and how they spend their time. Babies have plenty of time to explore their environment and the range of stimulating resources available to them. Older children make purposeful choices from an appropriate selection of toys, resources and activities. Children develop confident communication skills as they know they will be listened to, and their contributions respected. For example, older children confidently state what they would like to eat as an alternative to the food on offer.

Children behave well in line with their age and stage of development. Younger children play alongside each other whilst older children begin to play together. They benefit from kind, caring staff who support them well. There is a relaxed atmosphere in the nursery and children learn to take turns and share. For example, they wait their turn to access the rotating see saw outdoors.

Children enjoy their play and learning. We saw children taking part in an imaginary role play situation outdoors whilst accessing resources readily available in the mud kitchen. However, they equally love to join in with whatever adults are doing and many chose to engage with staff-initiated activities such as creating a pathway on the floor of the nursery. Children learn and develop well from the opportunities and experiences provided for them. They take part in a small variety of planned activities that support their all-round development.

There are good opportunities for children to develop independence and self-help skills. They receive encouragement to feed themselves and manage their own personal needs, such as washing their hands or using the bathroom independently as they get older. Older children learn to serve their own lunch and pour their own drinks.

Care and Development**Adequate**

Overall, nearly all staff implement the setting's policies and procedures. Generally, they follow good hygiene procedures. However, they do not ensure the nappy changing procedure is followed stringently. Staff mostly provide healthy meal and snack choices, for example freshly cooked meals and fruit. Leaders are aware of children's allergies and intolerances, however on the day of the visit these were not displayed. Leaders confirmed this had been rectified following the visit. Staff check sleeping children regularly and keep a record of sleep times, however on the day of the visit children were settled to sleep with bottles of milk provided for them in cots, which does not run in line with national minimum standards.

Staff maintain correct staff to child ratio. Appropriate incident and accident recording systems are in place, however parents do not currently sign to confirm pre-existing injuries. First aid training is current and suitable for the ages of children cared for. A safeguarding policy is in place and nearly all staff have completed the required training. However, not all staff are confident when asked about potential safeguarding scenarios. This was raised as a recommendation in the previous inspection visit and is ongoing following this visit.

Staff communicate effectively with children and create a calm and relaxed atmosphere. They are responsive and affectionate with children and reassure them when needed. For example, when a young child becomes anxious when the key worker moves away, they ensure constant communication with the child. Staff share a positive approach to managing children's behaviours and follow the setting's policy effectively. They have developed a successful range of strategies to promote positive behaviour. For example, using distraction and positive reinforcement techniques. Whilst playing outdoors, we heard staff praise children for being kind or sharing resources and this has a beneficial impact on children's behaviour and self-esteem.

Staff support children well in their chosen play activities. They read stories to both individual children and to groups, and play alongside children, modelling how to use resources and talk to children about their ideas. For example, using the collection of natural resources in the mud kitchen to make cakes. Staff recognise additional learning needs and are consistent in their approach to implementing support. Staff are in the process of developing their activity planning and they complete observations on children's learning and development. There are progress records in place, which allow staff to plan for the next steps in children's learning, however not all records are dated. The Welsh language is used and promoted.

Environment

Good

Leaders ensure they care for children in an environment that is safe and secure. They keep external doors locked and record any visitors they admit. Playrooms are light and welcoming. The layouts provide children with plenty of space to play and move freely. Rooms are set up with play areas such as quiet corners, home corners or construction areas where children can access toys and resources independently as they choose where to play. Leaders provide cots and pushchairs for babies to sleep. Child height toilets and sinks support older children to use them independently and there are suitable nappy changing facilities which allow children's privacy and dignity to be respected. There are secure outdoor play areas for older and younger children. Staff make use of the local area to take children for walks.

Staff ensure that cleaning materials are stored safely out of the reach of children. Risk assessments are in place, and these inform daily and weekly checklists that are used to reduce risks identified. Following the visit, CIW were provided with further copies of risk assessments. People who run the setting organise fire drill practices and these are timed, dated, and evaluated.

Staff organise the indoor area appropriately with areas for play and learning. Older children move from one activity to another effectively and between the indoor and outdoor environment. There is an ample sized outside area which allows children the opportunity for outdoor play experiences, giving them the benefit of fresh air. Staff display photos of the children and some artwork which helps create a sense of belonging.

Leaders ensure there is an ample range of furniture and equipment that are of good quality and suitable for the children using them. Children are able to access the majority of resources which supports their independence. People who run the setting provide equipment and resources that are appropriate for the age and stages of children's development. Children's personal and social development is also enhanced by having access to stories, books and themed resources. Resources on offer are clean and well maintained, however areas are not always enhanced with an ample range of resources and items for children to further develop their play. Furniture and many resources are of natural materials such as wood which creates a neutral and calm environment. We discussed resources and activities that promote cultural awareness and diversity and were told these are available, however are limited.

Leadership and Management

Adequate

Leaders have developed their management of the service and improvements have been made following the previous inspection visit. They have a developing vision for the service. Following the visit, they have a statement of purpose which reflects the service provided

and includes the information required by regulation and National Minimum Standards. Leaders keep most of the regulatory information about the children including contracts, personal details, and permissions for most children, however, some samples could not be located on the day of the visit. We were provided with this information following the visit.

They have a wide range of policies and procedures in place, to include safeguarding and behaviour management, however, some policies and procedures needed to be amended to include the correct information in relation to students and volunteers. This was done immediately following the visit.

Leaders ensure they employ suitably qualified staff or staff working towards the required qualifications to work at the setting. They follow a safe recruitment process to safeguard children, and this is an improvement following the previous inspection visit. Staff files viewed during the visit did contain all the necessary suitability checks. Leaders ensure staff attend a range of training, including all mandatory training. Staff told us they feel very well supported by leaders. Leaders undertake appropriate staff supervision and appraisals.

Leaders ensure appropriate and valid vehicle documentation is in place for school runs. Staff and children registers are maintained for the building. Following the previous inspection visit, improvements have been made in relation to records reflecting staff caring for children at all times.

Leaders have a good self-evaluation system to review the quality of care annually. They seek and implement the suggestions of children and their parents/carers. They produce a relevant quality of care report, looking at what they do well and where they would like to improve.

Leaders ensure that communication systems with parents are good. They keep parents informed about their children's progress and what they do through a variety of methods such as the use of an electronic app and verbal daily feedback. Parents we spoke to on the day of the visit and through questionnaires submitted gave very positive feedback about the nursery and said their children are very happy there.

Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.

National Minimum Standards

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.

Standard	Recommendation(s)
Standard 10 - Healthcare	Ensure staff consistently implement the nappy changing policy and procedures.
Standard 20 - Child protection	Ensure all staff are fully aware of the safeguarding procedures in relation to potential child welfare situations and they receive appropriate training.
Standard 23 - Equipment	Ensure play areas are enhanced with sufficient resources to further develop play opportunities.
Standard 12 - Food and drink	Ensure children being bottle fed are held.

Best Practice

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.

Recommendation(s)

Ensure pre existing injury records are signed for by parents/carers.

Consider dating observations to track progression.

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