Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Enfys Hapus Day Nursery

187 Cathedral Road
Cardiff
CF11 9PN



Date Inspection Completed

26/06/2024

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About Enfys Hapus Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Enfys Hapus Nursery and Day Care Centre Limited
Registered places	55
Language of the service	English
Previous Care Inspectorate Wales inspection	25 January 2022
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	Adequate
Leadership and Management	Adequate

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

Summary

Children are happy, relaxed and feel safe at the setting. They settle well and develop positive relationships with other children and staff. Children are confident to express their ideas and opinions and are mostly able to make decisions about how they spend their time at the setting. They progress well and develop their independence in line with their age.

Staff are aware of their responsibilities to keep children safe and healthy. They plan appropriate activities and have suitable systems to track children's progress. Staff have a sound knowledge of safeguarding and demonstrate a good understanding of how to keep children safe. They are caring and respond to children's needs promptly.

People who run the setting ensure all areas used by children are clean and welcoming. They have risk assessments in place in most areas and ensure all required safety checks are carried out in a timely manner. Toys and resources are of suitable quality. However, not all resources are used to promote effective play opportunities.

People who run the setting have created a positive ethos and are committed to running a quality provision. They are motivated, respond well to feedback and make improvements when needed. They must ensure Care Inspectorate Wales (CIW) are made aware of staff changes and ensure a clear management structure is in place. Staff are happy at the setting and feel supported in their roles.

Well-being	Good

Most children have good opportunities to make choices and decisions about how they spend their time at the setting. They move freely around the indoor and outdoor areas and chose from a selection of toys and activities available to them. We saw older children enjoy making potions with coloured liquid, filling and emptying containers before going to play with the small world figures and trains. Children express themselves confidently, as they know their wants, needs and feelings will be listened too. A child confidently approached us to share what their favourite food was whilst other children took turns to enthusiastically request different nursery rhymes during singing time.

Children are happy, relaxed and enjoy their time at the setting. They are comfortable in their surroundings and are familiar with daily routines. We saw older children arrive from school, hang their bags up and wash their hands before going into the room for lunch. Most children are very settled in the environment and have a good sense of belonging. They receive frequent praise for their efforts and achievements, which makes them feel happy and valued. For example, a child showed delight when they were thanked and praised by the staff for giving out sticks of chalk to their friends.

Children interact and behave well. They play together in pairs or groups and willingly share and take turns. For example, children happily play alongside each other in the water, using it to paint the fence together. Children enjoy being around the staff and are eager to interact and have fun with them. We heard older children enthusiastically tell staff about their morning at nursery whilst younger children laughed and joked with staff.

Most children have suitable opportunities to develop, learn and use their imagination to meet their developmental needs. Children concentrate for a good length of time in line with their age and stage of development. For example, older children focus on completing a board game with a member of staff whilst others sped around the room with their cars, following the tracks on the car mat and laughing together.

Children listen well to advice given to them by staff. For example, younger children responded appropriately when told to carefully sit and slowly go down each step one by one. As a result, they are developing good independence skills, enabling them to do things for themselves. Children wash their hands before mealtimes; staff support very young children with this. At mealtimes children choose their own cups and pour their own drinks at the water dispenser available in the room. Children of all ages are encouraged to help tidy up after play.

Care and Development — Good

Staff have a good knowledge of how to keep children safe and well. They have current training in safeguarding and people who run the setting ensure child protection is a regular feature in staff training. Staff are confident to recognise the signs and symptoms of abuse

and know how to deal with any safeguarding concerns. Staff follow appropriate hygiene procedures when preparing and serving food. They implement suitable arrangements to manage children's food allergies and individual dietary requirements. Staff record accidents, incidents, and administration of medication appropriately and share these records with parents. People who run the setting monitor accident and incident records regularly to identify any emerging safeguarding patterns. Staff are suitably trained in paediatric first aid which enables them to deal with minor accidents confidently.

Staff use a consistent approach when managing behaviour, working in line with the setting's behaviour management policy. They act as good role models, promoting good manners and respect for each other and the children. Staff are kind and nurturing in their interactions, providing cuddles and friendly gestures spontaneously. Staff remind children to listen and share with their friends using a positive tone of voice. We heard them encourage children to say thank you and praise positive behaviour "*Da iawn ti*!" and "*You're doing a great job, well done*!" Staff set realistic boundaries, having regard to children's understanding and stage of development.

Staff plan an appropriate range of activities that appeal to children's interests. They naturally develop children's learning as they play. For example, staff encouraged children to count the blocks when making a tower and modelled language as younger children attempted new words. They organise activities in the different areas of the nursery and are responsive to children's preferences when planning activities. Staff know the children well and provide effective support for children who have identified additional needs. We heard some basic Welsh words being used throughout the nursery. However, people who run the setting acknowledge there is not enough Welsh language used to describe it as a fully bilingual setting or one that is 'working towards' this status.

Environment — Adequate

The environment provides a secure space for children. Staff ensure external doors and gates are locked, and safety gates are in place in the play areas and hallways. They accurately record times when children and staff attend the setting. They maintain a visitor's log to provide an accurate record of any visitors to the setting. People who run the setting have put effective processes in place to ensure the safety of the environment. For example, they conduct regular fire drill practices to ensure staff and children know how to evacuate the premises safely. People who run the setting ensure all required servicing safety checks

are undertaken in a timely manner. Adequate risk assessments are in place in most areas and staff carry out daily safety checks. However, on the day of inspection, the upstairs playroom was very warm. Staff had not opened any windows or doors upstairs and they did not monitor the temperature when carrying out the daily checks. People who run the setting created a method to record room temperatures soon after the inspection which will require ongoing monitoring during warmer weather.

The environment is well maintained and provides a welcoming, child friendly space. The playrooms are organised to meet the needs of the varying ages of children attending. A separate room is provided for children to sleep in where they are monitored regularly. During the inspection there were some minor risks which had not been identified or removed from the sleep room. People who run the setting removed the risks immediately after the inspection and have assured us the area will be monitored in the future. A spacious dining room provides a relaxed space for children to enjoy sociable snack and mealtimes alongside their friends and staff who all eat together. Staff display children's photographs and some of their work throughout the setting, providing children with a sense of belonging and pride in their achievements.

Children have access to a suitable outdoor area with sufficient toys to interest the children. This area provides opportunities for children to develop their physical skills by using climbing apparatus or skipping and jumping with the smaller apparatus. People who run the setting have recently purchased new equipment to improve the outdoor environment. During the inspection the new resources were not used by children. People who run the setting provide a variety of equipment throughout the nursery, to aid children's independence. For example, storage units are at child height which ensures children can choose which toys they wish to play with and access them easily.

Leadership and Management — Adequate

People who run the setting have a clear vision for the nursery and create a positive ethos. They are committed to providing a quality service and respond positively to recommendations for improvement. Parents have access to a clear statement of purpose which mostly provides them with the relevant information about the setting, so they can make an informed choice. At the time of the inspection the management structure was not clear regarding the role of the person in charge or the designated senior staff. People who run the setting have put a suitable range of policies, procedures and documentation in place to support the smooth running of the setting. However, a small number of the policies and procedures require updating to ensure they reflect current practice and legislation.

The people who run the setting implement continuous self-evaluation. They have completed a detailed quality of care report, which takes into account the views of parents, children and

staff. The people who run the setting ensure all information is considered and evaluated. They use this information to identify priorities for improvement to improve the setting and outcomes for children.

People who run the setting ensure staff receive regular training and support which enables them to carry out their roles effectively. They follow safe recruitment procedures and maintain comprehensive staff files which contain all the required information. At the time of the inspection, people who run the setting had not informed CIW of staff changes. Written records show that staff meetings, staff supervision and annual appraisals take place regularly. These provide a balance between sharing information with staff, along with identifying and addressing areas for improvements. People who run the setting ensure the required staffing ratios are met each day. Staff we spoke to were complimentary about the people who run the setting and shared how they feel supported in their roles.

People who run the setting work effectively in partnership with parents. They gather important personal information about children prior to them starting at the setting. This supports smooth transition and ensures staff can effectively meet children’s individual needs. Staff have good relationships with parents and keep them well informed, building good communication links with them. Feedback received from parents evidences they are happy with the service provided, and the setting meets their children’s and family’s needs.

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

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 minor risks are mitigated from the sleep room to ensure it is a comfortable and safe space
Standard 7 - Opportunities for play and learning	Ensure resources are used effectively to promote play opportunities
Standard 14 - Organisation	Ensure there is a clear staffing structure that indicates responsibilities for leadership and management
Standard 21 - Notifications of significant events	Ensure CIW are notified of staff changes

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)
Monitor the temperature in the Nursery to ensure it is always comfortable and safe for children
Ensure policies reflect up to date information regards communicating with CIW

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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