Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Lullaby's Day Nursery

102 Herbert Street
Pontardawe
Swansea
SA8 4ED



Date Inspection Completed

27/09/2024

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About Lullaby's Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Lullaby's Day Nursery Limited
Registered places	44
Language of the service	English
Previous Care Inspectorate Wales inspection	26 February 2020
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	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	**Good**
Leadership and Management	**Excellent**

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

Summary

Children are highly active and curious learners and enjoy making choices about what they want to play with. Interactions between children and those caring for them are exceptional. Children are highly interested and keenly engaged in their activities. Children's opinions and interests are genuinely valued and acted on.

Capable and motivated staff care for the children exceptionally well. Staff ensure that children's wellbeing and safeguarding are a high priority. They manage children's behaviour very kindly, fairly and in a way children understand. They provide a wide range of interesting activities to help children thrive and develop well.

The environment is safe and set out with plenty of activities and areas of play and learning to develop children's skills. The indoor and outdoor spaces are suitable for children. There are ample toys and games, which are in good condition, and assist with children's development.

People who run the setting are knowledgeable about current childcare best practice and this ensures a high level of care for children. They consistently make improvements to benefit children and their families. They effectively support a team of motivated and dedicated staff. There are successful and strong partnerships with parents, which helps children feel settled and their families supported.

Well-being Excellent

Children are very confident communicators as their wants, moods and needs are fully considered and highly valued. The children's verbal and non-verbal communication is responded to consistently. For example, babies held out their hands and staff responded to them and older children asked for specific resources which staff gave to them. Children have very good continuous opportunities to make choices and decisions about what affects them. They can choose where they want to play, ask for more food and follow their own interests.

Children express delight, enthusiasm and enjoyment throughout the time at the setting. They are extremely comfortable in their environment and chatter confidently whilst playing. Children have a strong sense of belonging and are very familiar with the routines of the service. They are settled and cope extremely well with separation. Children have formed very strong emotional attachments with each other and care staff. This ensures highly effective consistent care that develops their confidence.

Children have strong relationships with the people around them. They respond and communicate with care and affection and listen to others with interest. For instance, while playing a game, one of the children didn't want to join in and they were reassured that it was ok and they could join in when they wanted to. Children are fully engaged and show respect for others. For example, while outside, one child stood by the gate, anxiously waiting for their friend to return, with the child checking on them once they had returned.

Children are highly motivated in their play and learning. They focus for extended periods of time and chat confidently with staff. For example, children sat with staff, listening to them reading a book and discussed the pictures, before asking for another book, and repeating the activity a number of times. Children happily participate in a wide range of activities and actively explore their environment. They are highly confident and make their own decisions about what activity to be part of. For example, children could decide on whether to join in with a group activity or to carry on playing independently. All children are encouraged to try and succeed.

Children take part in activities resulting in a great feeling of achievement and enjoyment. For example, children excitedly repeated *"pop"* as they chased bubbles around and cheered as they managed to catch one. They are well motivated and are very confident even with visitors to the setting. Children experience a broad range of learning opportunities that fully promote their all-round development. They share their experiences with others and use their skills in different activities. For instance, at tidy up time, a younger child started 'reading' the labels on the boxes, confirming with staff what was written on the box before filling it up with the appropriate toys. Children can move around freely and fully explore the resources available to them. Children have some good opportunities to develop their independence skills throughout the day.

Care and Development — Excellent

Care staff fully understand and consistently implement policies and procedures to promote healthy lifestyles and personal safety. They understand and promote children's safety, reminding them about keeping safe and identifying and managing risks. For example, staff promptly remove toys, which are trip hazards on the floor of the playroom. They follow strict hygiene practices throughout the setting. For instance, they follow regular cleaning routines and hand washing practices thoroughly and frequently, encouraging children or supporting them to do the same. Staff have a thorough understanding of their responsibilities to safeguard children. Staff were confident of the procedures to follow should a child protection matter be identified. They log relevant records of accidents, incidents and medication and share this information with parents and carers.

Staff are exceptionally responsive to children's needs, wants and requests. They are responsive to levels of support linked to individual needs. For example, when a child preferred not to be part of a group activity, staff were quick to allow them space to watch and then offer them alternative activities. Interactions between staff and children are consistent, demonstrating warmth, kindness, and praise, such as "*well done, da iawn*". Staff are respectful towards each other and communicate consistently, showing support and effective collaboration. For example, they communicate confidently regarding parent messages, support each other throughout the day, ensuring that children consistently see and hear respectful practice. Staff consistently implement positive behaviour management strategies. They use a range of strategies effectively including distraction and use language suited to the age and stage of development.

Dedicated staff work very well together to meet children's needs effectively. Staff are very aware of the children's individual needs and development. They have a range of effective strategies in place to support and further develop communication skills. Each room includes specific information about each child needs, likes and support strategies. Staff offer a broad range of activities to develop children's skills, knowledge and play. They prepare activities which may interest the children but work flexibly to follow the children's interests. For example, while outside one child requested bubbles, and the staff made sure to bring the bubbles out. Staff encouraged children to play with the bubbles as well as try to blow their own. They consistently promote children's play and learning. Staff observe, assess and plan well for children's next steps. They promote children's independence well, encouraging them to try things for themselves first before offering to help.

Environment — Good

Leaders ensure the environment is very safe, well-maintained and as a result promote children's safety and well-being effectively. They have robust arrangements for managing visitors to the building as well as CCTV within the premises. Policies and procedures are implemented effectively to ensure routines are embedded in practice and the environment is free from hazards. For example, evacuation and safety information is on display throughout the setting and staff carry out daily visual risk assessments. All fire equipment is serviced and located in appropriate places, with regular fire evacuation practices undertaken. Other environment and building safety checks are complete, and certificates are in place.

Leaders ensure the environment has good play space for children to move freely and explore. Rooms are well decorated, clean, light and airy. The lay out of the rooms promotes children's independence as resources are generally accessible meaning children can select toys of their choice without the need for adult support. Outdoors, children have opportunities to safely practice their gross motor skills in areas for climbing, riding or running around. Staff adapt the environment to allow children to rest and relax as well as offering a sensory room. Furniture and equipment is appropriate to the age and stage of development of the children in each room. Toilets and sinks are low level allowing children to access them independently.

Leaders ensure that children have access to a range of resources that sustain their interest. For instance, children can access role play, building, imaginative, natural and loose parts resources and toys. Resources are plentiful and are readily available to support children's independence and choice. Each playroom includes different areas to promote children's play and learning. For example, space to move and crawl, play on the floor or opportunities for play at tables. Toys and resources are suited to children's age and stage of development. Furniture and equipment is good quality and well maintained.

Leadership and Management — Excellent

Leaders are committed to driving improvement of the service. They have a comprehensive statement of purpose in place which accurately reflects the service. Leaders are knowledgeable and responsible. They keep a comprehensive file of documents, policies and procedures which are reviewed regularly. Children's records are fully complete and accurate including contracts, permissions, emergency first aid, accidents, incidents and existing injuries. Leaders review documents quarterly and update children's individual information when they transition from one room to another. This ensures that they are fully up to date with a child's needs as they progress through the setting. Leaders keep Care Inspectorate Wales (CIW) informed of changes to the setting and have a clear understanding of their responsibilities to inform CIW of significant events.

Leaders collect the views of parents, staff and children in order to maintain standards and implement continuous improvements and further developments of the setting. They produce a well organised and clear quality of care report, which highlights their strengths and sets targets to further drive improvement.

Leaders follow consistently robust recruitment processes to safeguard children. The have evidence of pre-employment checks and leaders keep an overview of when information needs updating or renewal. The performance management process is very thorough. Staff receive regular meaningful supervision and appraisals. These discussions motivate staff to identify individual and mandatory training needs. For instance, staff have attended manual handling, children's mental health and biting in the early years courses. Staff say they feel well supported and feel proud to be working at the setting. Registers clearly show when children are being cared for and leaders consistently exceed the ratios for staffing in order to fully support staff and safeguard children.

Leaders ensure that all communication and engagement systems with parents are fully inclusive. They keep parents extremely well informed. For instance, they share daily pictures and messages with parents via the nursery's app and verbal feedback at handover. Leaders have very good links with a range of professionals and work closely with them and parents to support children with additional needs. Parents said they find the setting excellent; their children love attending and they value the communication they receive about their child.

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	

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)
	No NMS Recommendations were identified at this inspection

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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