Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Lilley's Day Nursery

Unit 7
3 Heol Nant Bran
Birchgrove
Swansea
SA7 9LS



Date Inspection Completed

11/04/2022

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About Lilley's Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Person	Michelle Lilley
Registered places	26
Language of the service	English
Previous Care Inspectorate Wales inspection	
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	No. This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify, or meet the Welsh language needs of children who use, or intend to use their service.

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 have good opportunities to make choices. They are happy and settled and they interact well, co-operate, and play happily together. Children enjoy free play and engage confidently in their learning experiences however there are missed opportunities to develop their independence skills further.

Staff engage in children's interests and respond to their needs effectively. They encourage a free-play learning environment with some planned activities to promote children's developmental skills. Staff have a good understanding of how to keep children safe and healthy.

The premises are warm and welcoming and there is sufficient space for the children to play. People who run the setting ensure children have an adequate range of age-appropriate furniture, toys and equipment.

People who run the setting have policies and procedures in place to ensure that everyone is aware of their responsibilities in relation to the safety and welfare of children. They manage the setting appropriately; however, they do need to make some improvements to ensure all the relevant documents are available at the premises and for inspection.

Well-being — Good

Children have some opportunities to make choices about what they want to do. For example, some children choose to do craft, others play in the ball pit and on the soft play whilst some children choose to play games.

Children are happy and settled. They have strong bonds of affection with staff as they know staff will respond to their needs. Children are confident approaching staff if they want something and frequently request cuddles and reassurance. They know they will be listened to when they make requests; for example, when they want to go to the toilet.

Children interact well and are developing positive friendships. They are confident talking to each other, to staff and with us. For example, children were very excited to give high fives and talk to us about what they were doing.

Children are engaged in their play and learning and enjoy a sufficient range of activities and opportunities. They are able to make their own decisions about what they want to do. For example, one child said they wanted to play hide and seek instead of playing in the kitchen area and staff responded by joining in the game.

Children have some opportunities to develop their independence. For example, they are encouraged to use the toilet independently and younger children were supported to reach the toys they wanted to play with. Babies were also encouraged to paint with water independently by having their own pot and brush. However, there were some missed opportunities to develop their independence further as staff served food and drinks to children rather than encouraging the children to serve themselves.

Care and Development — Good

Staff show a good understanding of best practice in terms of how to keep children safe. They consistently follow the setting's hygiene procedures, for example when changing nappies. Staff encourage children to wash their hands before their meals and wore aprons when feeding and serving food. They understand they have a responsibility to protect children and confidently explained what they would do if a safeguarding situation arose. Staff have some knowledge of ensuring children are provided with healthy snacks and meals, however the fortnightly menu offered only a limited amount of freshly cooked meals containing vegetables, and snacks did not always include fresh fruit.

Staff are consistently responsive and interact positively with the children demonstrating warmth and kindness. They have a gentle approach to providing care and demonstrate genuine affection to reassure and respond to the children's needs. Staff listen and respect children's choices and provide praise and reassurance when needed; for example, *"you did it," "well done," "thank you for putting that away, you are such a good helper!"* Staff manage behaviour effectively, for example children were told not to climb on a box in case it broke. They encourage children to take turns and share; offering suggestions to help with disagreements. For example, *"Why don't you have a turn of this one while you are waiting?"*

Staff provide children with a good range of play experiences and use basic strategies to enhance children's learning. For example, when the children were talking about their lunch and told staff that they were eating bread, the staff member replied saying, *"yes that's right, it's brown… it's a special bread called garlic bread."* Staff know the children well and take into account their interests and needs. For example, when one child was upset, staff suggested a story to help them settle. Staff are good role models as they encourage good manners and prompt the children to say *"please"* and *"thank you."*

Environment — Adequate

People who run the setting ensure that the environment is suitably clean, safe and secure for the children. For example, they had ensured the main door to the setting was locked, and that safety gates are in place in the play areas. People who run the setting carry out regular maintenance checks and have sufficient risk assessments for all areas of the premises. They ensure the environment is free from potential hazards to keep children safe. For example, they immediately removed one of the resources when they noticed it had broken.

Overall, the environment is welcoming and friendly, and it is potentially a rich environment for play and learning. Following our inspection visit, people who run the setting have made improvements to the layout of the main room to ensure it meets the needs of all children. There were some displays of children's work on the walls and during the course of inspection, people who run the setting have updated the boards to reflect the story of the month and included more of the children's work on the walls. However, there are limited resources which reflect our wider society and promote children's curiosity, for example books and role play resources. People running the setting provide information for parents and have arranged a display board of children's thoughts and opinions about their time in the nursery. People who run the setting ensure that children benefit from some low-level furniture that support them to access resources and toys independently. It provides suitable facilities to meet children's needs appropriately, for example, child sized toilets and steps to reach the basins. However, children's privacy and dignity is not always respected when using the toileting facilities.

People who run the setting ensure that some resources are appropriate and interesting for the children, however some play areas offer a limited amount. For example, the over two's room offered children a limited choice of puzzles, books with no identified learning areas to enable them to make their own choices. The resources and equipment available to the children are of suitable quality. People who run the setting ensure that separate areas within the playroom allow children to choose whether they want quiet time, the opportunity to participate in craft work or to engage in play, for example, in the construction area.

Leadership and Management — Adequate

People who run the setting are taking appropriate steps to ensure they comply with regulations and the national minimum standards. They have a statement of purpose in place; however, some amendments were needed to accurately reflect the way in which the nursery is being managed. The Registered Person forwarded an amended statement of purpose to us following our visit. People who run the setting ensure that staff follow policies and procedures; however, some policies do not reflect the services that are currently offered, and they have not all been updated and signed. People who run the setting maintain basic information on children's files, but the information has not been reviewed to reflect changes to children's individual needs. During our visit, not all the required information was available to confirm staff's suitability, however the Registered Person has since provided evidence that the information was available, but not all kept within individual staff files. They adhere to the required ratios and deploy staff effectively.

People who run the setting have an annual self-evaluation process in place. They seek the suggestions and comments of parents and carers and include them in their review. People who run the setting also seek the views of the children and these are on display in the nursery, however, they do not include them in their annual review of the quality of care. People who run the setting are committed to improving the service that they provide and work well together to support each other as a team.

People who run the setting follow a safe recruitment process to safeguard children. They have satisfactory systems in place to update suitability checks as required. Staff are happy in their roles and feel their environment is a healthy and supportive one. Staff are experienced and suitably qualified and most hold up to date certificates for safeguarding, first aid and food hygiene. People who run the setting supervise staff appropriately and conduct regular performance management meetings.

People who run the setting are keen to work in partnership with parents. They share information with them through diaries, verbally and through social media, depending on parents' preference. Parents and carers feel welcome at the setting and appreciate the exchange of information they receive from staff. They are confident to approach care staff if they have any concerns and are happy with the care that is provided.

Recommendations to meet with the National Minimum Standards

R1. Ensure that all the information gathered on children and staff is kept in individual files and is made available at inspection.

R2. Ensure that there is a School Pick-Up Policy in place to reflect the service being offered and that all other policies are up to date, signed and reviewed regularly.

R3. Ensure that children's privacy and dignity is respected when using the toilet.

R4. Provide resources to reflect different cultures support children's learning and development.

R5. Provide further opportunities for children to develop their independence.

R6. Consider the Food and Nutrition Guidance for Childcare Providers.

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

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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