



## Inspection Report

**Selca Day Nursery**

**The Old Gospel Hall  
Rose Terrace  
Llanharan  
Pontyclun  
CF72 9RH**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



**Date Inspection Completed**

*28/07/2022*

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## About Selca Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Selca Ltd
Registered places	38
Language of the service	English
Previous Care Inspectorate Wales inspection	10 December 2021
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 people /children who use, or intend to use their service.

## **Summary**

This was a focused inspection and, on this occasion, we did not consider the environment, care and development and leadership and management themes in detail.

Children feel very safe and happy at Selca Day Nursery. They know they will be listened to and confidently express themselves. Children enjoy taking part in a range of activities and play opportunities. They interact positively with the adults and other children around them and can try things for themselves.

Staff work purposefully to ensure children are safe, healthy and happy. They follow the service's policies and procedures fully and have a very good understanding of their responsibilities to safeguard children. Care staff are kind, caring and implement positive behaviour management strategies. They balance opportunities to develop children's independence with support where needed and ensure information is shared with parents.

People who run the setting work purposefully by developing and implementing clear policies and procedures. They support staff and ensure they have purposeful opportunities to discuss their roles. Parents speak very positively about the service.

## Well-being

Children are confident communicators as their wants, moods and needs are considered. Children can choose what they play with and know their verbal and non-verbal requests will be considered. For example, a younger child confidently used non-verbal cues with staff members to make it clear they wanted to go in and out of the bouncer.

Children are settled, happy and enjoy their time at the setting. They confidently explore their play area and are curious about visitors to the setting. Upon arriving at the setting, children are supported to settle, and they have a sense of belonging. They go to staff for reassurance and cuddles or ask them to join in with their play. Children are familiar with the routines of the setting. For example, without prompt, they sit at the table for snack or line up behind the gate in readiness for going outside to play.

Interactions between children and adults are positive. Children ask questions, make requests, and enjoy showing staff what they are able to do. For example, one child proudly showed how they put their own shoes on. Children are beginning to form friendships and are generally interested and engaged in the activities on offer. They share resources and take turns while using outdoor toys.

Children are active and express enthusiasm and enjoyment. They engage with the toys and resources on offer, sometimes adapting them to suit their interests. For example, one child began using the lids from the pans to make music. Children take part in activities resulting in a reasonable feeling of achievement and self-esteem. They are happy to show or talk about what they have been doing. For example, one child cheered as they spun around in a giant top and another child proudly showed the glitter they were using on their flag.

Children have some opportunities to develop their independence skills enabling them to do things for themselves successfully and are offered support if needed.

## Care and Development

As this was a focused inspection, we have not considered this theme in full.

Nearly all care staff understand and implement policies and procedures to promote healthy lifestyles, physical activities, personal safety, and well-being. They follow robust hygiene procedures. For example, the nappy changing policy is followed consistently and they ensure children wash their hands before snack. Care staff confidently answer what to do if there was a child protection concern and they have a very good understanding of their roles and responsibilities to safeguard children.

Most care staff understand the behaviour management policy and implement positive behaviour management strategies. They encourage children to take turns, share resources and use positive praise. For example, staff praise children for using 'diolch' (thank you) at snack time and reinforce behaviour they want to encourage. However, this is not always done consistently. Care staff are responsive; they listen and respect children's views. Overall interactions are positive, demonstrating warmth and kindness.

Nearly all care staff promote children's development and independence. They offer opportunities for children to complete tasks independently, while also ensuring that they can offer support and help where needed. Care staff consistently record and share information with parents about their children via the setting's app and through verbal feedback at the end of the session.

## Environment

As this was a focused inspection, we have not considered this theme.

## **Leadership and Management**

As this was a focused inspection, we have not considered this theme, in full.

People who run the setting work effectively to ensure that there are clear policies and procedures in place, which nearly all staff follow. However, the toileting policy does not fully reflect their practise. They ensure staff members have regular opportunities to discuss any concerns, their role or to challenge poor performance. People who run the setting deploy care staff members effectively to ensure children are well supported.

People who run the setting have robust procedures in place to ensure that accurate information is shared with parents and to monitor communication. Parents told us that their children enjoy attending the service, staff are very supportive and that they receive a lot of information via the setting's app.

### **Recommendations to meet with the National Minimum Standards**

R1 – Ensure the strategies in the behaviour management policy is consistently implemented.

R2 – Ensure that the service practise is fully reflected in their documentation.

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
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