Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Daisy Day Nursery

Unit 35-37
Cardiff Business Park Lambourne Crescent
Cardiff
CF14 5GG



Date Inspection Completed

12/11/2021

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About Daisy Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Daisy Day Nurseries Ltd
Registered places	116
Language of the service	English
Previous Care Inspectorate Wales inspection	09 November 2020
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	No

Summary

Children are happy and comfortable in their surroundings and develop good relationships with staff. They enjoy their play and have good opportunities to develop social and independence skills. Staff are appropriately qualified and most understand and implement nursery policies and procedures to keep children safe and healthy. Some staff need more support to develop their confidence and understanding of some procedures. All staff are nurturing and attentive to the children and report satisfaction in their work. Managers maintain the building to a good standard and it is safe and stimulating for the children. It supports children's independence and provides a wide range of good resources, equipment and space to promote their development. Some aspects of leadership and management need to improve: systems supporting deployment of staff, supervision of the person in charge (PIC) and responsibilities of unqualified staff need to be embedded into practice. Leaders have good systems in place to monitor and develop the service.

Well-being

Children explore, play and choose their toys freely. They get along well with their friends and staff at the setting. They express their opinions and frequently approach staff to ask for anything they want. They move around the play areas confidently, choosing resources and making decisions about what they want to play with. The children have opportunities to decide what resources they want, including helping to choose new toys they would like purchased. Staff encourage children to voice their opinions and consult with them in age appropriate ways.

Most children are happy, settled and relaxed. They are comfortable and feel secure because the routines and structure of the day are consistent. Staff are sensitive to children's needs and, for example, when babies are unsettled, make efforts to reassure and settle children new to the nursery. Children seek out staff to interact with, and staff respond kindly and patiently.

Children are developing an awareness of the world around them. Younger children are beginning to follow simple instructions whilst pre-schoolers are able to sit and concentrate on tasks that interest them. Staff provide opportunities for children to practice their social skills and develop relationships. They model good behaviour and encourage children to build friendships, play co-operatively and be kind to their friends. During lunchtime, we saw one young child take a great interest in ensuring their friend was happy and settled at the table ready to eat their meal. We saw lots of respect and consideration between children and as they play alongside their friends, they learn to share and work together.

Children enjoy opportunities they have to play and explore in their own time or take part in the activities set up by staff. Younger children really enjoy singing 'Old MacDonald' and choosing the animals to include and enjoy the opportunity to have messy play with glitter. Older children enjoy playing with dough, making 'potions' in the water tray and feeding pasta to the dinosaurs. The children thoroughly enjoy outside play. They were very animated/excited while running and exercising and there was lots of laughter. Children engage with the activities and are able to focus and concentrate well.

Children are developing their independence and individual skills successfully. They often wash their hands and when going outside, put their shoes and coats on with minimal support from staff. Children's developmental records demonstrate that they are getting opportunities to practice important skills including language and literacy, numeracy and physical development.

Care and Development

A majority of staff we spoke to demonstrate a good understanding of the policies and procedures in place for the nursery. A few staff were unclear regarding the agreed procedures to monitor sleeping children. Managers addressed this with staff following the inspection and have updated procedures and risk assessments. Staff are very confident in recording accidents and incidents and administrating prescribed medications. The nominated child protection person has developed a safeguarding policy for the setting. Most staff we spoke to have a good understanding of safeguarding procedures. Staff recognise the importance of updating their First Aid training and knowledge, and a suitable number of qualified first aid staff are on duty at all times. Staff implement the COVID -19 policy, risk assessments and good procedures to protect children during the current pandemic. Good hygiene routines are in place to promote children's health, including encouraging children to wash their hands at appropriate times. Staff know the children's individual food preferences and are able to meet the needs of specific dietary requirements.

Staff work together to ensure they have a consistent approach to managing behaviour in line with the setting's behaviour management policy. Staff act as good role models and successfully encourage children to play cooperatively. For example, staff remind children to have 'kind hands'.

Staff promote children's play, learning and development appropriately. They plan to include a balance of free play and adult led activities. They have a suitable understanding of individual children's needs, abilities and backgrounds, which helps them to plan age appropriate activities that will keep the children interested and engaged. The setting has a key worker system. Staff understand the importance of working in partnership with parents and carers to help children develop and learn. They share information with parents on an interactive parent information app. This allows staff to share information and observations about children's development and for parents to contribute and keep track of their child's progress. However, staff do not always date some developmental records in a robust or informative manner. Following discussions with the PIC, she promptly addressed this with the staff to ensure children's progress records are accurate.

Environment

People running the service have developed and follow a suitable set of procedures to ensure the environment is safe for children. The setting is secure and provides plenty of space for children to play and learn. Managers complete maintenance and safety checks routinely for the building. Staff complete monthly fire drills with the children and test fire alarms each week. Each base-room has its own phone so the staff can contact parents when needed and the parents can contact the team directly for an update on their child. Risk assessments are in place and staff implement them effectively. Staff use a daily safety checklist of the premises in order to identify and where possible eliminate any risks to children's safety. On the day of the inspection, we found no potential hazards in the environment.

The indoor and outdoor areas provides a good range of play opportunities for children to be independent and active. There are outdoor areas for the children, which children access throughout the day. These areas offer interesting and engaging activities for children to develop their physical skills and imaginative play. Base-rooms are light, airy, well resourced and spacious. There is a baby sleep room separate from the baby base room and due to its position across a corridor, managers have updated risk assessments and sleep monitoring procedures.

Staff provide children with an interesting and varied range of age appropriate resources that are well-maintained and stored where children can access them freely. Toys are replaced when needed and staff reported a clear system for highlighting to managers when new resources and equipment is required. The nursery is moving towards reducing plastic: when toys and equipment need replacing they are sourcing wooden and more natural products.

Leadership and Management

Some improvements to leadership and management are needed to ensure the nursery operates effectively. Leaders have developed a good range of policies and procedures that set a clear vision for the nursery. The statement of purpose outlines the details of the care service they offer to parents and children. The setting operates to appropriate staffing ratios although at critical points during the day, such as lunchtime and school transfers, the deployment of staff puts some staff under pressure.

Leaders have undertaken a quality of care review and the required CIW online Self-Assessment of Service Statement (SASS) to help plan for improvement. They consult with parents, staff and children to help inform future improvements to the service. There is a suitable complaints policy available for parents and children aged eight and over.

Staff files are very well organised. Leaders are clear about their responsibility to ensure that they recruit staff safely and have the necessary qualifications and experience required to care for the children. During the inspection, managers informed us that an unqualified member of staff had cared for children on their own for a short time. Leaders emphasised that this is not normal working practice and held a team meeting to clarify the role and responsibilities of unqualified staff. Leaders understand the importance of ensuring that mandatory training for staff is completed and that supervision provided is suitable and promotes staff professional development. Managers provide induction to all new staff, although at the time of the inspection they did not record training regarding use of the mini bus. Staff confirm that they feel very well supported by the management team who are available for advice, guidance or support throughout the working day. The PIC has worked within the service for many years. She demonstrates a good working understanding of her new management role and states that her line managers support her well. Unlike other staff members however, managers had not formally recorded the person in charge's supervision sessions since January 2021.

There are a number of good communication systems in place for parents. This includes regular feedback at the door, phone calls and a parent feedback app, which is very popular with parents. We spoke to three parents who were each complimentary about the service and very satisfied with the care their children receive. One of the parents stated that information about their child, given at the door during the pandemic, had been inconsistent, but overall felt that communication is good.

Recommendations to meet with the National Minimum Standards

R1. Ensure staff understand and consistently implement procedures to monitor sleeping children.

R2. Improve the deployment of staff at critical times, such as lunch and school runs so that staff receive the support they need.

R3. Ensure all supervisions with the person in charge are recorded.

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	N/A

	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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