Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Selca Day Nursery

Welfare Hall
Bridgend Road Llanharan
Pontyclun
CF72 9RA



Date Inspection Completed

25/04/2024

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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	40
Language of the service	English
Previous Care Inspectorate Wales inspection	16 March 2022
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

Well-being	**Excellent**
Care and Development	**Good**
Environment	**Good**
Leadership and Management	**Good**

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

Summary

Children communicate confidently as their wishes are considered. They feel happy and are given excellent opportunities for their age and stage of development. Children enjoy the independence to do things for themselves confidently.

Staff understand and implement good policies and procedures to keep children safe and healthy. They are warm and caring and provide positive interactions that ensure children feel valued. Staff support children well and provide interesting activities for them.

The setting is safe, secure, and well-maintained. The main hall is welcoming with plentiful of resources that are accessible to children. Furniture and equipment are of good quality, clean, and suitable for the children attending. There is a small rear outdoor space as well as the recreational field area that provides further learning and development opportunities, and staff ensure children use this daily.

Leaders work well with staff to provide a service that is focused on outcomes for children. They are organised and provide a good range of policies to support the smooth and safe running of the setting. Leaders and staff develop good relationships with parents and keep them informed about their children.

Well-being Excellent

Children are happy and have a strong voice at this setting. They make purposeful choices and move around the setting confidently. For example, they can choose where to play, such as the home corner or exploring the sensory area. Children enjoy making decisions as they take part in activities such as making apple pie and smoothies by slicing real apples in the home corner, *"I'm making a big smoothie."* Some children express themselves clearly using words and phrases. For example, at snack time, children choose their preferred drinks and foods. They speak confidently and feel they are listened to by staff. Children who do not wish to take part in a planned activity say so clearly, and happily, select different play resources.

Children are settled and cope well as they separate from their parents and carers. We saw settling in processes being implemented effectively, with children receiving gentle comfort and reassurance from staff in terms of who was coming to collect them and when that would be. Children form close bonds with staff, which has a positive impact on their wellbeing and motivation. Children feel a sense of belonging and smile as they receive praise from staff for showing kindness to a friend or being an excellent helper at tidy up time. For example, *"well done," "excellent," "diolch yn fawr,"* and *"da iawn."* Children are familiar with their routines and enjoy knowing what is coming next. For example, they know to line up for hand washing when it is snack or lunch time and calmly get ready when it is time for the school run. and a calm and relaxed atmosphere is created by staff for children to put on their coats, high visibility jackets and find their bags.

Children enjoy their opportunities to play and learn. They show a keen interest and engage well in the experiences available to them. Nearly all children show curiosity and explore a variety of play opportunities. For example, they show excitement as they explore landing planes on the home made runway, saying, *"look at me, look at my plane its fast!."* Staff respond with, *"waw, that's great" and* children laugh in response. Most children concentrate for an appropriate amount of time and respond positively to encouragement from staff. They listen well, such as when they respond to music and movement songs. Many children feel a sense of achievement. For example, when their efforts and teamwork is praised as they tidy up the dressing up area.

Children develop their independence skills effectively and nearly all children complete selfcare tasks independently. For example, during toileting, children are independent with handwashing. They enjoy the process of using the soap dispenser independently and being able to turn off the tap and using the hand dryers to dry their hands. Children enjoy the independence of being encouraged to get tissues and wipe their noses with confidence. Children show pride as they learn to serve themselves at snack time, choosing what topping they wanted with their bagel and spreading it independently with small knives.

Care and Development — Good

Staff consistently implement the settings policies and procedures and work successfully to keep children safe and healthy. They promote healthy lifestyles, physical activities, and children's personal well-being. Staff manage risks effectively and keep children safe. They prioritise safeguarding and have a clear understanding of their responsibilities to protect children. Staff know how to raise concerns and confidently explain the setting's procedures. Staff practice good hygiene practices. They are at hand to offer praise and support when children use the toilet and talked us through the procedures taken when nappy changing. Toileting is carried out respecting dignity and privacy. They wear appropriate aprons and gloves during snack preparation and ensure that foods served are varied, healthy and nutritious. They know the children very well and are aware of their individual needs. Staff allow time for children to make choices about what they wish to eat. In the main they are familiar with their responsibilities to safeguard children with allergies and intolerances, and we saw clear posters on the notice board in the kitchen as well as the information held electronically which support safe practices. However, staff did not always effectively manage all children's allergies and intolerances well. Staff are knowledgeable regarding their responsibilities to support children with additional learning needs and ensure care plans are in place. They follow clear procedures regarding medication, accidents, and incidents correctly. In addition, staff and leaders had not merged and updated an older version of the Famly App with the newer version for children now attending the "Welfare Hall" service so that there were complete and comprehensive records, details and permissions are available in relation to each child attending. Leaders manage staff to children's ratios correctly and supervise the children well.

Staff communicate well with children and create a calm and relaxed atmosphere. They are good role models and interact warmly and purposefully throughout the session. For example, they sit with children during snack and lunch time, modelling good social and communication skills. During snack we heard staff saying, *"would you like some more of your chicken wrap?", "good boy". "da iawn" and "that is amazing, well-done children".* Staff respond to children's requests and questions and interact with them in a kind and consistent manner. They are caring and sensitive to the needs and experiences of children, sharing a positive approach to managing children's behaviour. Staff praise children for being kind or sharing resources and this has a beneficial impact on children's behaviour and self-esteem. Staff are alert to children who may have additional learning needs and the setting has an experienced additional learning needs coordinator.

Staff meet the needs of children effectively. They are motivated and enthusiastic and support children very well in their learning and development. Staff plan interesting and relevant activities for children, such as around seasons or festivals, as well as giving them lots of time for uninterrupted play.

They give children meaningful opportunities to learn about their community through visits to the local community and train station. Staff observe children and use this to plan some of their provision. They complete comprehensive records to help track children's development and implement effective observation and assessment systems in planning next steps for children's individual development.

Environment — Good

Leaders provide effective measures and policies to ensure that everyone is aware of their responsibilities regarding the children's safety. They ensure that the environment is secure and well maintained, both indoors and outdoors. The setting operates from the Community Welfare Hall and leaders have sole use of the premises during operating hours. Leaders ensure a good level of security. Visitors can only access the premises when authorised to do so and complete the visitors record system. Leaders carry out daily safety checks both indoors and outdoors and keep purposeful risk assessments which are reviewed as and when any additional measures are identified. They also keep effective and accurate fire risk assessments, and these are reviewed at least annually. They keep building and equipment safety certificates up to date. They maintain a daily register where children and staff are signed in and out of the setting accurately.

Leaders offer a friendly, warm, and welcoming environment. Children have access to a large main hall, which is clean and well maintained. They have the freedom to move around independently and safely. Leaders and staff prepare the play space carefully to allow children to have the best possible experiences. For example, a well-resourced home corner, dressing up area, a reading corner, an area for floor play, and a craft area can be enjoyed. Outdoors, children can currently access a small area to the rear of the premises, where they can take part in messy play under a roofed gazebo. Leaders confirmed that this area is currently being developed which will include a mud kitchen and planting areas. They also use the recreational field located at the front of the premises for physical free play and activities such as bug hunts. Leaders offer a welcoming space for children to arrive and hang their belongings and for parents to share messages. There is a well-equipped kitchen, a confidential meeting area / room where staff can also take a break. All paperwork is stored confidentially. Although this is a “Pop Up” service, displays are purposeful. A noticeboard displays relevant and up to date information for parents and visitors.

Leaders provide a very good range of age-appropriate furniture to stimulate the children's curiosity. For example, child size tables and chairs and quality children’s kitchen units. We saw a range of books, of small world play such as dinosaurs, farm animals, large construction blocks, musical, sorting, and multicultural resources. They ensure they are clean and well maintained. A few resources are of natural materials and some support diversity and cultural awareness.

Leadership and Management Good

Leaders have a good vision for the setting and share this with others. They are enthusiastic about their work. Leaders have comprehensive policies and procedures in place and a purposeful statement of purpose, which contribute effectively to the smooth running of the setting. However, the maximum number the setting was registered to care for was inconsistent on the certificate of registration and statement of purpose. Leaders confirmed that there had been a reduction in numbers when the setting amended their registration to full day care. Prior to the production of this report leaders provided an up dated statement of purpose. They are in the main knowledgeable about their regulatory responsibilities and are organised in reviewing policies, certificates, information, and records regularly. Registers of attendance are up to date and correct. Leaders ensure that children's records include parental contracts, permissions and responses.

Leaders present an annual quality of care review, showing evidence of how they respond to feedback. They have good arrangements in place for identifying strengths and areas for improvement and all staff are committed to improving the quality of provision and outcomes for children. Leaders distribute questionnaires electronically and listen to the opinions and views of those who use the setting. As a result, they work continuously to develop their service of care.

Leaders are working towards establishing a team of staff who work closely and effectively. Staff said that improvements have been made at the setting in the last months to achieve a cohesive staff team. Following some management and electronic communication issues staff told us they feel that they now feel the setting is a happier place to work without further difficulties and conflict issues that had caused them to experience stress and anxiety issues as these had now been addressed by leaders. Prior to the production of this report leaders confirmed that the staff handbook had been amended in relation to the protocols and procedures in relation to use of the staff What app communication systems. Staff commented that they currently feel valued and well supported by the management team enabling them to fulfil their roles and responsibilities effectively and confidently. Staff move around the environment continuously and are always close by to support children and offer reassurance. We heard staff thanking each other when items and tasks are shared and work well as a team. Leaders ensure staff files are well maintained in line with regulatory requirements on an electronic system to include records of regular supervision sessions. They ensure systems for appraisal and supervision encourage reflection, effectively enabling staff to set personal goals mandatory certificates are up to date and regular training is provided as part of their ongoing professional development.

Leaders have established good partnerships that improve the quality of provision and outcomes for children. They have effective links with their sister setting, ensuring staffing is always maintained. They also have strong links with the hall where they are located as well as the local school which supports children very well in their transitions into the setting and in their next stage of education. Parents are supportive of the setting and team of staff. We saw clear examples of good relationships and clear and open communication. Parents are complimentary and praise the staff saying their children really enjoy attending the setting.

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)
	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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