Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Oaktree Nursery at Parkland Primary

Parkland Primary School
Sketty Park Drive
Sketty
Swansea
SA2 8NG



Date Inspection Completed

16/05/2024

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About Oaktree Nursery at Parkland Primary

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Parkland Primary School Governing Body
Registered places	54
Language of the service	English
Previous Care Inspectorate Wales inspection	This is a post registration inspection.
Is this a Flying Start service?	Yes
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	**Good**
Care and Development	**Good**
Environment	**Good**
Leadership and Management	**Good**

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

Summary

Children are confident, happy and enjoy their time at Oaktree Nursery. They have a strong sense of belonging and are developing positive relationships and friendships. Children have good opportunities to make choices and take effective decisions about what they want to do. They are enthusiastic and interested in their play and learning. Children are well supported in developing independence.

Staff understand and implement policies and procedures effectively to keep children safe. They are kind towards children, providing positive interactions to ensure children feel valued and happy. Staff consistently use positive behaviour management strategies to very good effect. Staff are skilled in supporting children in their play and learning.

The environment meets the children's needs well. Environmental hazards identified during the course of the inspection have been quickly addressed. There is good indoor play space for children to move freely. People who run the setting ensure the outdoor play space is used as often as possible and is an extension of the learning environment. Children have access to a wide range of developmentally appropriate play and learning resources.

People who run the setting are organised and manage the setting well. They strive to develop the provision and are committed to ongoing improvements. They encourage an active partnership with parents and other stakeholders. They successfully embed their policies in the running of the setting.

Well-being Good

Children are happy and thoroughly enjoy their time at Oaktree Nursery. Children have a strong and confident voice, for example requesting help from staff when manoeuvring themselves across outside play equipment. Children are engaging communicators. They enthusiastically play with their friends and frequently approach staff to share ideas. They happily approached us to chat and engage us in their play. Children have good opportunities to make choices. They choose from a range of activities and play opportunities within the familiar structure of the session.

Children are settled and cope well with separation. They have formed positive bonds of attachment with staff. Children who are unsettled receive support and reassurance. They express enthusiasm and enjoyment. We saw them smile, laugh, sing and positively join in with the day's activities. Children happily play alongside each other and together. Clear friendships and bonds of affection are forming. For example, children were observed playing with ride on vehicles. They enjoyed each other's company as they raced around the track and were mindful of giving way at junctions. Children have a strong sense of belonging and are very familiar with routines. For example, they are extremely helpful at tidy up time, carefully putting away outside resources efficiently.

Interactions between children and staff are consistently positive. Children chatter away to staff and receive appropriate and genuine responses. Children interact well with each other. Some children are beginning to take turns and share while others are starting to develop empathy for their friends. For example, a child encouraged his friend to hold on to the line as they made their way back from the outside play area to the setting.

Children are enthusiastic and interested in their play and learning. For example, some children play for a sustained period with various activities outside. They have fun as they build towers, walk over a wobbly bridge and explore musical instruments including a drum kit. They have the freedom to safely explore the indoor and outdoor environment. Play is child led and children immediately start to explore the attractively laid out activities and resources upon arrival. Some children show good concentration skills and engage with activities for an age-appropriate length of time.

Children are encouraged to develop their skills of independence successfully. This is particularly evident at rolling snack time where children wash their hands prior to snack, are encouraged to pour their own drinks and carefully carry their drink and food over to the table. During snack time, they chat to each other and to staff who sit with them making this time a sociable occasion. Children arriving for the afternoon session were self -sufficient in storing away their belongings, accessing their lunch boxes and drinks and choosing where to sit with their friends. Children access toys and resources freely and make decisions about whether to engage in adult-led activities or free play.

Care and Development Good

Staff understand and implement policies and procedures to promote healthy lifestyles, personal safety, and wellbeing. Staff have a thorough understanding of their responsibilities to protect children. They confidently answer safeguarding scenarios and have sound knowledge of safeguarding procedures. Staff supervise children effectively. For example, positioning themselves well, whilst supervising children during outside play. They are aware of allergies and individual needs. Appropriate accident and incident records are in place. Staff implement thorough hygiene practices. Children are encouraged to regularly wash their hands and surfaces are wiped down before food time. Hygienic nappy changing and toileting practices are in place. They keep accurate records of the children's attendance. However, at the time of our visit, whilst staff attendance was recorded, staff leaving the setting during lunch breaks for example was not recorded. This has been swiftly actioned and staff registers are now accurate and fully reflective of working patterns. Staff ensure children have access to daily outdoor play experiences, offering them the benefits of physical exercise and fresh air. Staff practise fire drills with children so they know what to do in an emergency.

Staff display a good understanding of the behaviour management policy and consistently implement positive strategies. They use gentle tones and positive reinforcement. They are patient with the children and allow them time to understand and problem solve. They promote positive behaviours with children. For example, during water play, children are encouraged to share equipment and are gently reminded when it is time to swap so that someone else may have a turn. Staff have a strong understanding and knowledge of the children's development, which reflects on how they manage children's behaviour. They frequently talk to each other about the children, offering support and ideas when children become unsettled. Staff are consistently responsive; they genuinely listen, chatting and laughing alongside children and respect their views. Interactions are very positive, demonstrating warmth and kindness. We heard staff telling children that outside play would be over soon so that their play was not unexpectedly interrupted. Providing individual and attentive care of this nature is a real strength of the staff team. They know the children well and have extensive knowledge of their needs.

Staff are committed to providing a good range of play and learning activities. We saw staff supporting and extending children's understanding in their play and learning. For example, during physical play staff suggested other ways to move across the equipment and introduced words like 'wobbly' when describing the movement of the bridge. Staff ask open questions to further engage children with activities. For example, staff asked children playing with bricks what they were building and were encouraging when a child answered that they wanted to *'build a tower that reached the sky.'* There is a good balance of adult led and activities that children can independently access. Staff have a sound understanding of when to interact and when to let play unfold. Some staff consistently use incidental Welsh throughout the day to very good effect.

Environment Good

People who run the setting have a range of policies in place and ensure the environment is suitably safe, secure, and well maintained. Staff complete general risk assessments for the indoor and outdoor areas and activities which may give rise to risks. Daily checks of the premises and equipment are also completed. However, during our visit we identified environmental hazards which may pose risk to children's health and safety. For example, children had access to the kitchen area, some kitchen cupboard locks were broken and not all window blind cords were out of children's reach. These matters have been swiftly addressed by staff following our visit. The setting is clean, tidy and well maintained. Thorough cleaning routines are in place which ensure that the environment is well managed in terms of infection prevention and control. The premises both inside and outside is secure, and a robust system is in place to record any visitors to the setting. People who run the setting ensure they carry out an appropriate number of emergency fire drills at varying times.

People who run the setting make certain the environment has very good indoor play space which children freely explore. The classroom setting is bright, welcoming and accessible. The children benefit from colourful displays which promote diversity and explore different cultures. Children's work is displayed which strengthens their connection to the space. The room is divided into interesting zones which support children in their play and learning. Children have opportunities to relax in a sensory room, to engage in role-play in a well-resourced home play area and a comfy area allows children the opportunity to explore and engage with books. People who run the setting ensure that the outdoor play space is used often. Although the area is modest in size, careful consideration has been given to its layout and children are provided with interesting and varied resources and play equipment. Children also have daily access to a large yard area within the school grounds which is well resourced and provides opportunity for physical play and exploration.

People who run the setting provide a wide range of resources, allowing children variety and choice. They provide diverse resources for all ages and stages of development. For example, through multi-sensory activities, physical and musical activities. Children can access toys and resources easily, as they are stored at low level or within their reach. The service promotes diversity and equality and provides a range of toys representative of different cultures, also celebrating a range of diverse festivals and important days. Staff have a very good understanding of the importance of recognising children's cultural links and speak meaningfully about the positive impact this has on the children in their care.

Leadership and Management — Good

People who run the setting are effective in the way they manage and operate the service and are committed to ongoing improvements. They have a strong vision that they share effectively with others and have engaged positively with Care Inspectorate Wales (CIW) during the inspection process. They update the setting's policies and ensure staff implement these in practice. People who run the setting maintain and share an up-to-date effective statement of purpose that accurately reflects the service provided and meets the National Minimum Standards and regulations. People who run the setting display a commitment to ongoing training and improvement.

People who run the setting ensure that documentation is generally well organised and easily accessible. At the time of our visit, not all the required statutory information was held within each staff file. This was quickly rectified, and staff files are now complete and hold the requisite information. There are strong procedures in place for self-evaluation of the setting. The quality-of-care review is a purposeful and thorough document which strives to include the views and opinions of children, parents and staff using the service. It clearly identifies strengths of the service and prioritises areas for improvement. People who run the setting carry out regular appraisals and supervisions providing support and an opportunity to discuss any issues which may arise.

People who run the setting have developed meaningful and positive relationships with parents and carers. There are effective systems in place to keep parents well informed about their child's time at the setting. Thorough verbal handovers are exchanged between staff and parents at the start and end of sessions. Parents we spoke to on the day of our visit were extremely positive about the setting highlighting good communication and supportive staff as particular strengths. The people who run the setting have a positive relationship with the staff at the school in which the service is based.

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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