Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Red Robins Nursery

Castle Park Primary School
Church Road
Caldicot
NP26 4HN



Date Inspection Completed

08/01/2025

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About Red Robins Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Committee of Red Robins
Registered places	26
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 is not making a significant effort to promote the use of Welsh language and culture.

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

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

Summary

Children are extremely happy, relaxed and enjoy their time at the setting. They have exceptional opportunities to make choices and decisions about how they spend their time. Children develop positive, healthy relationships with their friends, staff and people in the local community. They have outstanding opportunities which encourage their curiosity, extend their learning and enable them to follow their own interests.

Staff have a good knowledge of how to keep children safe and healthy. They have a range of policies, procedures and documentation in place which support them when undertaking their roles. Staff are kind, patient, caring and offer reassurance to children when needed. They know the children well which enables them to cater to children's individual needs and their development.

The environment is secure, clean, welcoming, and well organised to support children's play and learning. There is a range of equipment and resources both indoors and outdoors to encourage children to play and learn. The environment provides children with interesting opportunities to make independent choices in their play and develop their self-help skills.

Overall, leaders ensure they manage the nursery appropriately. They have built a strong staff team who are dedicated and hard working. Leaders develop good partnerships with parents and the local community. They are keen to address areas for improvements identified during the inspection.

Well-being Excellent

Children communicate effectively and have many opportunities to make choices and decisions about what affects them. They can choose if they would like to play outside or stay indoors as there is free flow between the two areas. Children's opinions and interests are highly valued and acted upon. As a result, children confidently communicate their needs and ideas throughout the day. We heard children confidently request a pair of gloves when their hands were cold whilst playing outside while others politely ask for their apple to be cut up at lunch time.

Children feel safe and secure as they benefit from thoughtful staff who know them very well. They are extremely content, settled and show lots of enjoyment throughout the day. Children enthusiastically join in with a 'chatty time' session, answering questions and demonstrating how to do different sign language they have been learning. Children know the effective routines very well, allowing for exceptionally smooth transitions throughout the day. For example, children brush their teeth after morning registration and wash their hands before snack time.

Children effectively interact with staff and their friends. For example, they happily chat to each other when playing on the seesaw and enthusiastically invite staff to join in their play. Children have exceptional opportunities to learn more about people in their local community. They regularly visit a local dementia group where they engage in a variety of different activities with its members. This has had an extremely positive impact on the wellbeing of the children at the nursery. Children display high levels of confidence when speaking to others and demonstrate excellent language skills. They have a growing understanding of their local community and the world around them.

Children are extremely interested and self-motivated in their play and learning. They access a wide range of exceptional opportunities which promote their all-round development. Children follow their own interests and become absorbed in activities which are both child and adult led. They focus on activities for extended periods of time, appropriate for the age and stage of development. Some children concentrate for sustained periods of time whilst putting pieces of train track together. Whilst others use a variety of different craft items and thoroughly enjoy making different pictures

Children are developing a wide range of skills as they play and engage in routines. They have many valuable opportunities to become independent, enabling them to do things for themselves. Children self-register when they enter each morning, try to put their coats and gloves on themselves and help tidy up at the end of a session. This promotes children's self-help skills, building their independence and self-esteem.

Care and Development Good

Staff have a good understanding of their roles and responsibilities to keep children safe and healthy. They are clear of the procedure to follow should they have any child protection concerns. Staff follow good hygiene routines. For example, they clean tables before and after eating and encourage regular handwashing which minimises the spread of germs. A varied and nutritionally balanced healthy snack menu is in place. Staff promote healthy practices and ensure children have plenty of opportunities to play outdoors in the garden. Staff support and supervise children to become independent when using the toilet. They log a range of records including, accidents, incidents, existing injuries and medication logs. However, there are different means of recording these things within the nursery.

Staff offer a variety of healthy and well-balanced snacks which are prepared each day. There are clear procedures in place for dealing with children with allergies, intolerances, and dietary preferences. At mealtimes staff promote worthwhile opportunities for children to talk about their day, ensuring it is a relaxed, social and an enjoyable experience.

Staff form trusting relationships with the children and interact with them in a calm and caring manner. They act as positive role models; staff genuinely listen and respect the children's views and prompt manners when appropriate. They offer praise and encouragement and implement the behaviour management policy effectively by using positive reinforcement. Staff ensure children know what is expected of them by explaining instructions and consequences. We saw staff use a visual timer to give children a clear idea about how long they had before it was time to swap toys with their friend. They praise the children when they share and take turns, "*Well done, good job my lovely!"*

Staff support children's curiosity and promote opportunities to explore and experiment independently. They make observations of children during activities and support children to further develop their skills. For example, staff encourage children to think about why the water is frozen, asking questions to prompt children to be curious. They provide children with the equipment to investigate and successfully follow the children's lead. Staff have good procedures in place to support children with additional needs and promote positive outcomes for children. Staff promote the Welsh language well; we heard incidental Welsh words and phrases used throughout the session.

Environment — Good

Leaders have beneficial measures in place to ensure the environment is safe and secure. Doors and the outside gate are kept locked at all times and visitors are routinely signed in and out. People who run the setting ensure staff fully understand their responsibilities in relation to the safety and welfare of children. Staff complete daily checks to identify and eliminate most potential hazards to children's safety. Cleaning routines reflect good hygiene practice and effective infection control. Fire drills are practised regularly and recorded to ensure all staff and children can evacuate the building in the event of an emergency. Insurance certificates and routine safety checks for the building are up to date.

The environment is welcoming and child friendly. The layout and design help promote independence and builds children's confidence. Some resources are set out on tables, with others easily available for children to access and take their play in a different direction if they wish. Staff offer a range of resources and interesting spaces which spark children's curiosity and interest. We saw staff encourage children to use real tools and equipment to hammer and chip away at different ice shapes, ensuring they wear protective eye wear whilst supervising appropriately. Staff display children's creative work throughout the setting which gives them a lovely sense of belonging and makes them feel proud of their achievements. Staff ensure the outside play space is used daily which supports children's well-being and physical development.

Staff maintain a rich environment for play and learning. Leaders ensure there are plenty of good quality resources to stimulate the children's interest and imagination. Play resources are varied and suitable for the age of the children. Learning areas are organised well. This ensures that children can always access developmentally appropriate resources that promote their curiosity. Staff ensure the outdoor area is well resourced and children have access to equipment that promote their social, emotional and physical wellbeing. For example, some children play with a variety of wheeled toys, while others enjoy balancing on the wooden beam with their friends. There are a suitable number of children's toilets available, with soap and low-level hand driers easily accessible to support children's independence when washing their hands.

Leadership and Management — Adequate

Leaders ensure they comply with most Regulations and National Minimum Standards. The person in charge is motivated to provide a quality service to children and their families. They have regulatory policies and procedures in place which staff follow closely, which leaders review annually. Leaders provide a statement of purpose which gives parents the information they need to decide whether the club meets their child's needs. They gather most important information for children prior to them starting at the nursery, however during the inspection we observed not all required information for children is obtained.

The annual quality of care review had been completed and the Self-Assessment Service Statement (SASS) was submitted as required. The current quality of care report is evaluative and identifies areas they have improved however it does not reflect feedback from children or staff or identify future areas to develop. We saw specific improvements have recently been made and it is evident leadership and management have a clear vision to further improve the service.

Leaders ensure staff have appropriate qualifications and have attended mandatory training. Staffing ratios are maintained, and staff supervise children well. Staff attend weekly team meetings. Records demonstrate that annual appraisals have been conducted with some staff whilst regular one to one supervisions with staff have not been undertaken. This means managers do not provide staff with formal opportunities to reflect on their strengths, practice and discuss any concerns. During the inspection we observed not all required documentation to ensure safe staff suitability checks were in place. While no immediate action is required, these are areas for improvement, and we expect the provider to take action. Leaders ensure staff hold up to date DBS certificates. Staff we spoke to said they felt very supported by leaders who are very approachable.

Leaders have very good partnerships with parents/carers. They provide verbal, written and electronic information to them about their child's time at nursery. We heard staff and parents share information in the foyer at collection and drop off time. Leaders are proactive in accessing support and seek advice from outside agencies such as the local authority and speech and language therapists. They offer one to one support when necessary. The nursery has excellent links with the community, visit local attractions and have outstanding engagement with local groups which provides rich learning opportunities for children who attend Red Robins Nursery.

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.

Area(s) for Improvement		
Regulation	Summary	Status
29	The provider must ensure all staff have appropriate formal supervision and appraisal meetings so they	New

	can reflect on their strengths, practice and discuss any concerns.	
28	The provider must ensure full information and documentation is obtained to evidence the suitability of staff to work with children.	New

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)
Standard 5 - Records	Develop a consistent system for recording accidents, incidents and pre-existing injuries
Standard 18 - Quality assurance	Develop a quality of care review that reflects the views of children and their parents, staff and other practitioners/professionals and identifies areas for improvement
Standard 5 - Records	Gather all required information about children prior to them starting at the nursery

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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