Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Crossway Town Nursery

24 Newport Road
Caldicot
NP26 4BQ



Date Inspection Completed

18/02/2025

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About Crossway Town Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Crossway Nursery Group Limited
Registered places	19
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	**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 have many opportunities to make choices. They are happy and settled and thoroughly enjoy their time at the setting. They feel safe and secure in the care of responsive staff who know them well. Children benefit from an interesting range of opportunities for play and learning and develop good independence skills.

Staff are professional, well qualified and motivated. They have a good understanding of how to keep children safe and healthy. They are patient, kind and caring towards children and each other. Staff support children's learning and development effectively through a range of activities and opportunities. These are led by children's interests and developmental needs.

The environment is secure, clean, and well maintained. A good range of toys, equipment and resources both indoors and outdoors promote children's play. Leaders at the setting have thoughtfully designed the layout of rooms and outdoor space to create an inviting environment for children.

Leaders have a clear vision, which they share with staff. They are motivated and regularly review the setting. Leaders seek to continuously increase the quality of care offered. There is a strong staff team who are well supported. Leaders of the setting have established good partnerships with parents and outside agencies.

Well-being Good

Children communicate effectively and have good opportunities to make choices and decisions about what affects them. We heard children confidently request which story the group would read at the end of the day. Children move freely around the play areas and engage in activities that interest them. For example, a child enthusiastically told staff they'd like to play in the water before splashing in the water tray and singing "two little ducks" to themselves. Children are confident to communicate their thoughts and ideas, as they know staff will listen and show interest.

Children feel safe and secure as they benefit from thoughtful staff who know them very well. Nearly all children are content, settled and show enjoyment. Those who are new to the nursery or feel poorly seek comfort and reassurance from staff who respond with warmth and kindness. Children know the routines well, allowing for smooth transitions throughout the day. For example, children know to wash their hands before eating and are familiar with the procedure of wearing tabards and holding hands before going for a walk in the local community.

Children effectively interact with each other and staff. For example, younger children take turns putting shapes into the shape sorter while older children work together to roll a car down the ramp. We heard children confidently call their friends and staff names and enthusiastically invite them to play. Children freely explore the environment and successfully engage in individual and group activities. They show respect towards their environment and each other. Children listen well when told not to run inside and help tidy the toys away at the end of the session.

Children are interested and self-motivated in their play and learning. They access a range of good opportunities within the setting which promote their all-round development. Children follow their own interests and become absorbed in activities which are both child and adult led. We saw children have a great time dancing with scarves while enjoying the music and sensory lights shining on the ceiling. They focus on activities for extended periods of time, appropriate for the age and stage of development.

Children are developing a 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 are regularly encouraged to look in the mirror, blow their noses, put the tissue in the bin and wash their hands afterwards. At mealtimes, children serve themselves food and drinks, use real cutlery and wipe their faces once finished. This promotes children's self-help skills and builds their self-esteem.

Care and Development Good

Staff have a good understanding of their roles and responsibilities to keep children safe and healthy. The setting has a range of policies, procedures and documentation in place which staff follow when carrying out their roles. There is a thorough safeguarding policy and procedure in place. Staff confidently told us what they would do if they dealt with a concern. This demonstrates a good understanding of their responsibilities and commitment to deal with safeguarding matters. Staff follow and promote thorough hygiene practices. For example, they actively encourage children to independently wash their hands, before eating and after blowing their noses, instilling good hygiene practices from an early age. Staff are confident when recording, maintaining, and reviewing a range of records including, accident, incident, existing injuries and medication logs.

Staff offer healthy and well-balanced meals and snacks which are freshly prepared each day. There are 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 promote children's physical development through daily access to the outdoor play environment and walks in the local community.

Staff interact with children in a calm and caring manner. They act as good role models and know children very well. We heard staff comment on a child's puddle suit, telling them *"Is this new? I like that!"* to which the child looked happy. Staff offer praise and encouragement and implement the behaviour management policy effectively by using positive reinforcement. They ensure children know what is expected of them by clearly explaining instructions and consequences. Staff praise children when they show kindness, *"Well done! That's really kind to your friend"* and encourage children to join in with the please and thank you song before they have food.

Staff offer a range of well-planned activities which support children's curiosity. They engage skilfully with children during activities and play. For example, staff describe how containers are "*full, empty"* and *"filling up"* when playing alongside a group of children in the sand. Children's progress is tracked through observations which is then used to plan for the next stages of learning. Staff create a relaxed and friendly feel in the nursery where children can confidently play energetically or quietly. They support children's language skills, including Welsh songs, words and phrases which are used regularly throughout the day.

Environment — Good

Leaders have effective measures in place to ensure the environment is a welcoming and safe place for children, staff and visitors. They ensure there is plenty of room for children to play and learn with well-designed play spaces both indoors and outside. The environment is secure and well maintained. The external gates and doors are always locked whilst children, staff and visitors are routinely and accurately signed in and out of the building. Leaders complete detailed risk assessments and review them regularly and take appropriate action if needed. During the inspection we observed the sleeping area for older children was decorated to create a comfortable and homely space however hanging scarves created a potential risk. Once this was discussed with staff, they removed them immediately. Leaders practice fire drills frequently and maintain detailed records to ensure all staff and children can evacuate the building safely in the event of an emergency. Leaders complete daily checks of the premises and all maintenance checks for the building and appliances are up to date.

The environment is welcoming and child friendly. It provides light and bright areas for children to explore and develop their skills. Calming neutral décor creates a cosy home from home atmosphere. Staff ensure playrooms are well organised to promote all areas of children's development. A purposeful range of resources, including real life and natural resources are stored at child height to ensure easy access for children of all ages. The outdoor space is organised well and used regularly. Staff ensure resources in the outdoor area are of good quality and are set up to promote children's curiosity and exploration. For example, children have access to a mud kitchen, water and sand areas and a new undercover, versatile area currently being used as a place to read books. Staff provide children with regular opportunities to explore the local environment by walking to the local the local supermarket, park and castle.

Leaders create an exciting play environment for the children with a good selection of resources available. They provide quality furniture and resources that are suitable for the developmental needs of all the children. For example, there is appropriately sized furniture for children to sit at to undertake tabletop activities and eat their snacks. The toilets are child-sized and support children to develop their independence skills. Leaders ensure the environment provides challenging opportunities for children to explore and develop their creativity, physical skills and independence.

Leadership and Management Good

Leaders have a clear vision for the nursery which they communicate successfully to all staff and parents. Staff work well together as a team, and they speak highly of each other. Leaders deliver high quality care and provide learning and development opportunities for staff as well as children. They have an effective statement of purpose that accurately reflects the service, and they ensure staff embed the relevant policies and procedures within the setting. Leaders collect, record and maintain all the required information in relation to staff and children. They record children's preferences and have the appropriate parental permissions in place.

Leaders implement effective systems to support meaningful self-evaluation and plan for improvement, which they use to support their quality-of-care review. They are approachable and welcome any ideas or suggestions to make improvements to the service. For example, a parent commented how it would be good to have more information about staff. In response, leaders created a new 'staff introductions' document that includes names and photographs of staff which is shared with all parents. Leaders evaluate day to day records, for example accident and incident records, to identify any trends, and monitor where and how these are happening at the setting.

Leaders are enthusiastic and motivated. They follow robust recruitment procedures to safeguard children and ensure staff have the necessary qualifications and experience to effectively care for children. Leaders set high expectations and lead staff effectively, supporting them in understanding their roles and responsibilities. They undertake regular appraisals and supervisions that are integral to their practice and drive improvement. Leaders deploy staff effectively to ensure they meet staffing ratios, and as a result fully meet children's needs.

Leaders have developed strong partnerships with parents and carers, as well as other professionals and outside agencies. External professionals commented on how staff "*always take on board advice given and regularly attend training"*. Staff use a digital app to communicate with parents, which also allows them to respond or contact the nursery. Staff use the app to send photographs of their children at play and observational notes on children's development, which keeps parents well informed. Parents informed us that they feel there is a "*caring and nurturing ethos"* at the 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
N/A	No non-compliance of this type was identified at this	N/A

	inspection	

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

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Continue to monitor sleep areas for potential risks.

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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