Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Jellitotz Day Nursery

Morfa Primary School
Olive Street
Llanelli
SA15 2AP



Date Inspection Completed

07/10/2024

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About Jellitotz Day Nursery

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Connecting Youth Children & Adults
Registered places	20
Language of the service	English
Previous Care Inspectorate Wales inspection	Click or tap here to enter text. This was their first inspection following registration.
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service anticipates, identifies, and meets the Welsh language and cultural needs of people who use, or may use the service.

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 a strong voice at this service. They know their needs, preferences and feelings will be taken into account and they can make their own choices and decisions. Children express enjoyment and they are comfortable, relaxed and very settled. Children have great opportunities to follow their own interests, and they enjoy taking part in the activities on offer.

Nearly all staff implement policies consistently and promote physical activities, personal safety, and well-being. Staff are qualified, knowledgeable, kind and caring towards children; they show genuine passion in their roles. Staff provide a nurturing and child led setting. They are committed to providing a good range of play and learning activities with an appropriate balance of child and adult led opportunities. Staff plan and assess purposely to ensure children's interests and curiosities are developed further.

The people who run the setting have good measures in place to ensure the environment is safe, secure and well-maintained, indoors and outdoors. The environment has good indoor and outdoor play space for children to move freely. People who run the setting ensure the outdoor play space is used daily. They ensure children have access to a good range of resources and equipment to nurture children's overall developmental skills.

Leadership and management of the setting is good and kept in an organised manner. They are passionate in ensuring they offer a high standard of care to children. They have developed good partnerships with parents and carers. There are suitable systems in place for managing records, maintaining policies and reviewing the quality of care.

Well-being Good

Children are happy and relaxed at the setting. They benefit from consistent staff who know them well. Children build affectionate bonds of attachment as they receive lots of attention from staff who interact well with them. During outdoor play, one child proudly called a staff member's name as they successfully balanced on the beam. They are settled and are clearly familiar with routines, for example, they know when it's time to go outdoors and fetch their coat. Children join in with activities enthusiastically. They showed great joy as they took part in the 'Beth sydd yn y bocs?' (What's in the box?) activity. We also saw a child cuddle a staff member during this session which demonstrates positive relationships have been built. Their voice is strong, and this was evident during snack time when a child stated, *'not yet'* and this was acknowledged by staff. Children have the choice of what and where they want to play. Their feelings and needs are acknowledged and valued.

Interactions between the children and the staff are consistently good. The children co-operate well for their age. For example, they happily shared and waited for their turn with the magnifying glass when looking at spiders outdoors. Children have a sense of belonging and are beginning to form friendships with each other. Children show affection and care towards each other. For example, we heard a child ask another child, *'what's the matter?'* whilst playing outdoors.

Children are interested in their play and learning. They enjoy a range of interesting opportunities indoors and outdoors. They have the freedom to safely explore the environment. They are self-motivated to initiate their own play and to influence their tasks because there is a good balance of child and adult-led activities. Outdoors, we saw a small group of children use water from the dispenser to create puddles to jump in. Indoors, we saw children enjoying exploring the plastic creatures, accessing tweezers to move them from a large tray to a coloured bowl as well as use the role play resources.

Children have opportunities to develop their independence. During snack time, children choose from the selection made available to them and pour their own drinks. During nappy changing, children climb the small ladder independently to access the changing mat. Children access the sink with little support to wash their hands and place the paper towels in the bin independently. They confidently access resources and activities.

Care and Development Good

Nearly all staff implement policies consistently. They promote physical activities, personal safety and well-being. Staff have a thorough understanding of their role in protecting children and are confident when discussing safeguarding information. Staff have completed all mandatory training, including paediatric first aid and food hygiene. They record accidents and these are countersigned by parents / carers.

Staff fully understand the behaviour management policy and consistently implement positive behaviour strategies. Staff speak respectfully with children, show interest, pleasure and care in all that they do. Staff praise children for their efforts and accomplishments to promote their confidence and self-esteem, *"You're a superstar.'* Staff encourage good manners and remind children to say, '*thank you*.' Staff know the children very well and have positive and close bonds with them. Staff understand the children's preferences and are sensitive to the needs of each child. They collect detailed information about the children before they start and communicate well with parents. This ensures the individual needs of each child are met.

Staff respect children's feelings, for example by reassuring children who are struggling with their emotions, *"It's okay to be angry."* Nappy changing is carried out with dignity, care and respect, and the nappy changing policy is followed correctly. Snack times are calm and organised. Staff ensure children are provided with opportunities to choose their snack as well as pour their own drinks. Continuous and independent access to water is encouraged for all children throughout the sessions.

Staff support children's learning in a positive way. They are knowledgeable about children's development and plan activities accordingly. They assess children's progress frequently and monitor their learning and development well. Staff are committed to promoting the Welsh language and use incidental Welsh frequently with the children. Staff also ensure display boards are bilingual as well as key words within activities. Staff provide a balanced learning environment where children follow their interests as well as planning some structured activities, for example matching colours and counting the number of plastic creatures. Staff recognise when children may have additional needs. They take purposeful action and make effective use of the support available to them. Staff are consistently responsive. They make every effort to genuinely listen and communicate with the children. Interactions are positive, demonstrating warmth, kindness and patience. Staff take time to make sure their interactions are meaningful and beneficial to the children in their care.

Environment — Good

People who run the setting have good systems to ensure the environment is safe and secure. The setting is clean, tidy, well maintained and very welcoming. The premises both inside and outside are secure and people who run the setting ensure they keep a record of visitors. They conduct regular fire drills. Risk assessments are in place to ensure unnecessary risks to children are eliminated as far as possible. However, these were over their review date. People who run the setting told us they are in the process of reviewing all risk assessments. Consistent cleaning routines result in a clean and pleasant indoor environment, and a written record is kept of the daily cleaning schedule.

People who run the setting ensure the indoor areas are clean, open, airy and well-lit, offering many different areas for play. They ensure the environment has good indoor play space for children to move freely. They also ensure the outdoor play space is used as often as possible and is an extension to the learning environment. Staff understand the importance of outdoor play to promote children's development. The outdoor area offers a range of good play opportunities and equipment, including ride on toys, planting areas, undercover sand area, mud kitchen and climbing equipment to name a few.

People who run the setting provide a wide range of good quality, developmentally appropriate play and learning resources to ensure children have good variety and choice. They provide stimulating resources for all ages and stages of development, which contribute to the children's all-round development. For example, through construction play, sensory activities, small world and creative activities. Children can access toys and resources easily, as they are stored at low level or within their reach. People who run the setting are committed to providing stimulating resources, including a small collection of loose parts. People who run the setting told us they have a collection of resources that they rotate to promote children's curiosity about the wider society, equality and cultural awareness.

Leadership and Management Good

People who run the setting have a strong vision that they share with others and have a good understanding of their responsibilities as a provider. They are committed to providing a good service. The Statement of Purpose was updated following the inspection visit to include the number of children registered. This accurately reflects the service provided and meets the National Minimum Standards. People who run the setting have a number of policies and procedures in place which are followed and reflect the service offered. The wording within some policies is in need of amendment, for example The Prevent Duty policy. They also ensure there is valid public liability insurance in place.

People who run the setting ensure paperwork is stored securely and suitability checks are in place. Staff members working at the setting are long standing and nearly all files viewed included the documentation required. On the day of the visit, not all staff files viewed included proof of identification and a recent photograph. Following the visit, we were provided with copies documenting this. People who run the setting carry out effective supervisions as well as annual appraisals with staff, and these are clearly documented. On the day of the visit, not all supervisions are appraisals were available to view. However, following the visit we were provided with copies. The performance management process is good and there is a culture of continuous professional development. Staff told us how much they enjoyed working at the setting and their pride and enthusiasm was obvious through comments such as, *'I'm very happy here. I feel very well supported.'*

People who run the setting have completed a detailed quality of care report. They seek the views of parents and carers as well as the staff and children. They ensure appropriate contracts are in place for the children in their care and they provide a reliable service. People who run the setting maintain relevant permissions from parents.

People who run the setting have developed meaningful and positive relationships with parents and carers. There are good systems in place to keep parents well informed about their child's time at the setting, through verbal communication and WhatsApp. Parents told us how supportive and helpful the staff are and how much the children love attending. One parent told us it was like leaving their child with their friends and the staff are great. Parents also told us how well their children have developed as a result of 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.

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)
Standard 24 - Safety	Ensure risk assessments are reviewed in a timely manner.

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)
Ensure the wording within policies reflect the service.

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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