Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Meithrinfa Joio Day Nursery

40 St James Crescent
Swansea
SA1 6DR

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

10/05/2024

Welsh Government © Crown copyright 2024.
You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

About Meithrinfa Joio Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Meithrinfa Joio Day Nursery Ltd
Registered places	56
Language of the service	Both
Previous Care Inspectorate Wales inspection	This was the setting's first inspection.
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.

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

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

Summary

Children are confident communicators and have a strong sense of belonging. They interact happily with each other and with staff and know they will be listened to. Children choose where they wish to play and can participate in a range of purposeful activities, enabling them to develop their independence skills.

Staff competently follow policies and procedures to promote healthy lifestyles, safety, and well-being. They use innovate approaches to support children to settle quickly and promote their curiosity during play. Staff carefully observe and plan for next steps to meet the needs and interests of the children.

People who run the setting have excellent measures in place to ensure that everyone understands their responsibilities. The environment is very well maintained. They provide an exceptional range of age-appropriate resources and real-life items to nurture children's all round developmental skills.

People who run the setting understand their responsibilities to comply with relevant regulations and exceed the National Minimum Standards. They have an exceptional vision for the future. They retain a skilful team of staff and have very strong partnerships with parents and professionals.

Well-being	**Excellent**

Children are confident and make choices and decisions that affect them. For example, at breakfast, children make decisions about what they wish to eat by helping themselves at a buffet style breakfast station. This enables them to freely think about their likes and dislikes as they develop their decision-making skills. Children are very happy, resilient, and have a strong sense of belonging. They have exciting opportunities to make choices. For instance, during outdoor play, children enjoy the freedom to explore the environment and make choices such as moving items from one area of the garden to another.

Children settle well at this setting and are familiar with the daily routine. They have formed strong, close relationships with their friends and staff. Children's feelings and needs are acknowledged and highly valued. They have strong bonds of affection and attachment with others. For example, during a story in the garden between a child and a staff member, other children quickly gathered and rested on the staff member's shoulders to listen into the story. Interactions between children and staff are consistently stimulating and children cooperate enthusiastically. Children respond and communicate with care and affection and listen to others with interest. For instance, during morning snack, children eagerly gathered to sit together and made room for friends ensuring everyone had a space to sit, *"You can sit by me."* Children are fully engaged and show respect for others and to the setting. For example, whilst learning to operate the water fountain outdoors, children held cups for each other as they waited to fill their own cups. Children are comfortable with visitors and are confident to include us in their play. For instance, during one building activity outdoors, a child called us and said, *"watch me now."*

Children are busy in their play. They focus for extended periods of time and chat confidently with staff. Children happily participate in a range of activities and actively explore their environment. For example, a group of children shrieked with excitement as they created an obstacle course with balancing steps. They cooperated and chatted together to make a row of steps, taking turns to cross the course, resulting in a great sense of achievement. Children experience innovative learning opportunities that fully promote their all-round development. For instance, whilst water painting the patio with brushes and small yoghurt pots of water, a child excitedly announced, *"look, I'm making a square!"* As it was a sunny day, one child was wetting their hands in the water trough and going around children and staff pretending to apply sun cream, with children and staff saying, *"thank you."*

Children enjoy their independence and eagerly choose where to play, and with whom. At snack time, children enjoy helping themselves to fill their own bowls with fruit, and at lunch, children eat confidently, without support. They also help themselves to water whilst playing outdoors. When a staff member suggested to wipe a child's nose, they responded confidently by achieving this task independently announcing, *"I did it!"* They access the toilet area and independently use the toilet and wash their hands confidently.

Care and Development — Excellent

Staff fully understand and consistently implement policies and promote healthy lifestyles, personal safety of children and ensure their well-being. They confidently explain the setting's safeguarding policy and understand their responsibilities to protect children. All staff have completed safeguarding training and respond confidently to safeguarding scenarios. Staff have also completed First Aid and Food Hygiene training and ensure that all accident, incident, and medication records are logged, signed, and shared with parents. Staff are knowledgeable regarding children's allergies and ensure that procedures are robust. Staff ensure the nappy changing process is followed fully, where children's privacy and dignity are fully respected. Staff consistently implement rigorous cleaning and excellent hygiene practices. At mealtimes, they sit at tables and eat with the children, who respond excitedly with *"you got same"* and staff respond with, *"Yes, I have the same as you."*

Interactions are very positive, and staff demonstrate warmth and kindness. They are extremely sensitive to children's needs and take every opportunity to enhance interactions through careful responses and correctly spoken language. Staff genuinely listen, respecting children's views. They name each of the children as they communicate with them and know the children extremely well. They praise children and congratulate them when they succeed such as, *"Waw, I love it." "That's a good job!" and "Diolch yn fawr, that's amazing."* Staff are confident bilinguals, consistently reinforcing the Welsh language. They speak respectfully with children, show interest, pleasure, and care in all that they do. Staff also offer exceptional care in their sleep arrangements for children, with each child being provided with their own sleep bag ensuring robust hygiene practices. They manage the behaviour of children carefully and sensitively whilst positively embedding children's understanding such as sharing.

Staff support children to extend their curiosity and problem-solving skills. For example, whilst children fill and empty containers in the water trough, staff are heard extending children's understanding. For instance, by using language such as, *"what do you think will happen?" "Mae'n ysgafn nawr," "shall we get more water?" "Ydy hi'n drwm?"* Staff consistently enhance children's play experiences, language, and individual skills by recognising when children need reassurance and support. For example, when children confidently explore an outdoor workbench, filling containers with dough, sorting utensils and stacking heavy pots, staff provide a rich dialogue such as "*stirring a mixture, balancing, bron yn llawn, ydyn nhw yr un maint?"* They have an excellent understanding of diversity issues and fully promote children's rights. They are committed to providing an excellent range of play and learning opportunities as they follow children's interests to plan for the next steps of their development.

Environment — Excellent

People who run the setting have comprehensive and very effective measures and policies in place to ensure that everyone fully understands their responsibilities. They ensure that the environment is safe, secure, and well maintained, both indoors and outdoors. All building and safety requirements are complete and up to date. Fire equipment, assessments and drills are completed regularly. People who run the setting keep an extensive file of comprehensive risk assessments which are purposeful and reviewed annually. They ensure staff maintain high levels of observation and collaborate consistently to ensure ratios are always met. People who run the setting ensure staff are all proactive and effectively identify and manage risks as and when they arise. They ensure all visitors sign into the building. They keep children and staff registers and ensure all arrival and departure times are recorded accurately.

People who run the setting offer a safe and welcoming environment to children over two floors. Each area has been carefully considered to offer the maximum opportunity for learning. They ensure children can easily access excellent quality furniture and resources both indoors and outdoors which develops their interests, curiosity, and imagination. People who run the setting provide an open and airy conservatory where meals are served from the nearby kitchen, whilst other rooms are cool offering many different spaces for play. For example, the jungle and space rooms which are motivational and have been recognised as enabling environments. Toilet areas are accessible and dedicated changing and sleep areas enable children to be changed and to rest in age-appropriate spaces. People who run the setting provide a wide range of display boards which include regulatory information, community partnerships and innovate approaches such as learning in nature. They provide an outdoor area which is safe, secure, and enclosed, providing a range of exciting and appealing learning areas such as a planting corner. They also have a dedicated space for out of school children, located within a separate annexe accessed only via the garden. This offers an exceptional area, providing space for children to relax, play games, cook, and socialise.

People who run the setting carefully choose resources to fulfil themes which form part of the planning process. As well as early years and age-appropriate resources, they are innovative in their use of artefacts and items. For example, the learning room provides opportunities for rich sensory experiences whilst exploring loose parts and natural resources such as balancing scales and jars of pulses. In contrast, the imagination room is purposefully presented, inviting children to experience real life objects and artefacts to promote children's learning experiences. For instance, a large suitcase filled with musical resources and records and a home corner offering real tea sets, shoes, and jewellery for dressing up. People who run the setting ensure equality and cultural awareness are promoted throughout the practice with a range of resources to enable children to learn about the world in which they live such as instruments, utensils, books, and clothing.

Leadership and Management — Excellent

People who run the setting have an exceptional vision which is shared with the entire team, creating a very positive ethos. They ensure the setting achieves extremely high standards,

providing quality care and excellent opportunities for children. People who run the setting ensure policies, procedures, and relevant documentation are reviewed annually. These are stored confidentially in an office and staff space on the top floor of the setting. They ensure these fully reflect the setting and exceed the National Minimum Standards. People who run the setting ensure documentation such as children's files are fully compliant. All relevant information for staff is shared effectively on a notice board in the staff area, such as daily checks, rotas, allergies, planning records and training opportunities.

People who run the setting consistently reflect on and evaluate the service that is provided. They review their quality of care and consider the views of children, parents, staff, and professionals. People who run the service welcome feedback so that they may introduce new ideas and continual improvements to the setting.

People who run the setting support staff extremely well. Staff work well together, having established a happy and dedicated team who pride themselves on providing quality care. People who run the setting ensure staff files are fully compliant and include evidence of effective induction processes and purposeful supervision and appraisal processes. They invest time in training programmes to ensure staff are experienced and knowledgeable. Staff are provided with opportunities to be accredited in specific areas of early years provision. For example, they implement an efficient process for training and professional development using a matrix process. This highlights mandatory training renewal dates and opportunities for new and innovate courses such as planning and nature. People who run the setting promote a collaborative team ethos which results in staff being committed, energetic, and enthusiastic in their roles. Staff told us they are very happy and enjoy exciting opportunities to develop and learn new skills.

People who run the setting have excellent partnerships with parents, professionals, with nearby schools and with the local authority. They pride themselves on their commitment to work within their community. For example, for their kindness day, children prepare flower posies and leave them on peoples' doorsteps. They told us about collaborative fundraising events with parents such as sponsored walks, and a 'beep, beep' day for road safety. People who run the setting ensure children have opportunities to learn through a range of excellent events which involve other professionals to promote culture and diversity such as Diwali, Dydd Miwsig Cymru and World Book Day. All the parents we spoke with told us their children are extremely happy and settled, complimenting the team for their communication via an app, and for their professionalism. Parents said their children are safe and described the setting as *"amazing"* and pleased *"to enter the setting and see our child at play."* One parent said, *"this is really the best place, they listen and understand my child's needs,"* whilst another said, *"we came to an open day and didn't look back".*

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.

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- Inspection report survey

If you wish to provide general feedback about a service, please visit our Feedback surveys page.

Date Published 05/08/2024