



Inspection Report

Selca Day Nursery

**Welfare Hall
Heol-y-groes Pencoed
Bridgend
CF35 5PE**



Date Inspection Completed

12/09/2024

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About Selca Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Selca Ltd
Registered places	30
Language of the service	English
Previous Care Inspectorate Wales inspection	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.

<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children are happy, relaxed and enjoy their time at the nursery. They are confident to express their ideas and opinions and can make decisions about how they spend their time. They are developing positive relationships with each other and staff. Children's independence skills are developing well.

Staff are kind, caring and offer reassurance to children when needed. They engage well with them, supporting their play and building their confidence. Staff have a strong understanding of their roles and responsibilities to keep children safe and healthy.

The environment is safe, clean and secure. There are robust processes in place to ensure the safety of the environment. There is a wide range of equipment and resources both indoors and outdoors to encourage children to play and learn. The environment provides children with good opportunities to make independent choices in their play and develop their self-help skills.

Leaders are committed to running a quality provision. They understand their responsibilities to ensure staff are recruited safely. Leaders ensure staff are well-trained and confident in their roles and responsibilities. Staff are very happy at the nursery and feel supported in their roles. Relationships with parents are good.

Well-being

Good

Children have good opportunities to make choices and decisions about how they spend their time. They can freely move around the open plan play space. Children have access to a suitable range of toys and exciting activities. They choose where and what they want to play with. For example, a child confidently and competently self-selected items from the craft trolley and took them to a table where they began drawing for a little while, before moving to a new activity. Children demonstrate they feel empowered to make choices in their play. Children express themselves confidently, as they know their wants and needs will be considered and respected. We saw, children actively serving themselves extra pasta at lunch time, knowing this choice will be supported.

Nearly all children are very happy and settled at the nursery. Children who are a little unsettled on arrival are quickly engaged in activities and are soon playing happily with their friends. Children feel valued and have a strong sense of belonging. They clearly enjoy being in the company of each other, forming warm and affectionate friendships and developing secure relationships with staff. We saw, children chatting away to staff and their friends while they engaged in activities and happily having cuddles with staff members. Children receive lots of encouragement and praise from staff for their efforts, giving them the confidence to play and learn.

Children thoroughly enjoy their play and learning, they benefit from a good range of play opportunities to develop, learn and use their imagination. For example, children freely paint their hands to make marks using different colour paint. This provides them opportunities to explore and enhance their sensory play experiences. Children are enthusiastic and fully involved in the activities on offer. The activities sustain children's focus, meet their interests and are suitable for their age and stage of development. We saw children playing outdoors, working together to navigate the coupe car to go under the willow arch. Children jointly problem solve to move the car in different directions, aligning it to fit, demonstrating perseverance and gaining a sense of achievement when working together.

Children are beginning to develop a wide range of skills as they play and engage in routines. They have good opportunities to become independent, enabling them to do things for themselves. Children are supported to access the bathroom and actively encouraged to independently undress and dress themselves. Most children wash their hands competently, while younger children are offered support when needed. At mealtimes children serve themselves from bowls placed in the centre of the table with serving spoons/tongs. All children independently access water from the drink's dispenser throughout the day. This promotes children's self-help skills and builds their self-esteem.

Care and Development

Good

Staff have a sound understanding of their roles and responsibilities to keep children safe and healthy. The nursery has a range of detailed policies and procedures to guide staff and outline expectations. Staff are confident in their knowledge of safeguarding issues. They have a strong understanding of the procedures to follow in line with the nursery safeguarding policy and are aware of their own duty to report any concerns. Staff implement appropriate procedures to support children when recording and reviewing accident, incident, and pre-existing injury forms, which are shared with parents in a timely manner via the nursery's mobile app. Medication is administered and recorded by staff in accordance with the policy. However, records viewed showed staff do not always capture the details fully. For example, the name of the person who witnesses when medication is administered is not consistently recorded.

Staff follow and promote good hygiene practices. For example, children are guided to wash their hands before eating and after using the toilet or following engaging in messy activities. Toileting practices for younger children ensures the child's privacy and dignity is maintained. For example, children are encouraged to go into the toilet cubical with the staff member shielding them from view when getting undressed.

Staff provide a wide range of freshly cooked meals and snacks which are prepared on site. The varied menu offers balance and promotes healthy eating practices. Staff follow strong procedures when dealing with children with allergies, intolerances, and preferences. For example, the use of different coloured plates, alert staff to children with known allergies. Mealtimes promote opportunities for children to talk about their day, ensuring it is a relaxed, social and an enjoyable experience. Staff interact very well with the children and build positive relationships with them. They are warm, kind, patient and offer reassurance when needed. They implement a positive approach to behaviour in line with the nursery's behaviour management policy. Staff consistently praise and reinforce positive behaviour. For example, when modelling good manners such as saying, *'please and thank you'*.

Staff know the children well. They carry out regular observations of the children which supports them to track their development. This informs staff to plan opportunities to support the child's developmental next steps and ensure they are meeting the child's individual needs. Children with additional learning needs are well supported as staff have a sound knowledge of child development and how best to support them, through detailed action plans. The nursery is taking steps to embed the principles of the Curriculum for Wales. Staff promote the Welsh language, through the use of basic words, such as introducing counting and colours during activities and routines.

Environment

Good

Leaders ensure staff follow suitable procedures to maintain an environment which is safe, clean, and secure. Visitors, staff, and children are accurately recorded on arrival and when leaving the building. Regular fire evacuation drills are carried out at different times to

include all children. Maintenance and safety checks are completed promptly. Leaders have developed a good range of risk assessments and check lists to maintain a safe environment. However, these do not always reflect the specific environment and consider all risks. For example, the use of the soft play equipment has not been included.

The nursery's indoor environment offers good facilities to facilitate care for children. The open plan play space is appropriately furnished with suitably sized furniture for the varying ages of the children. Staff support children to access the bathroom which is situated just outside the play space. Children can rest during the day, if they wish, using individual sleep mats and bed linen. Staff ensure the sleep area is calm by playing low level soothing music. The use of moveable room dividers creates a safe space, and ensures resting children are not disturbed while other children play close by.

The indoor environment offers a broad range of toys and resources which are of good quality, interesting and promote children's curiosity. Staff offer a range of play experiences through planned activities and areas set up for children to explore freely. For example, a dedicated soft play area of the room offers children the opportunity to participate in indoor physical play. Some natural, real-life and re-purposed items enrich areas of the environment. For example, the use of large, flattened cardboard boxes, create a painting surface on a large scale. Resources are at a low level to enable children to choose independently and pursue their individual interests effectively. A few displays focus on children's experiences, using photographs of them engaged in activities, giving them a sense of pride and belonging.

Staff promote the benefits of getting out into the fresh air through regular use of the outdoor play environment. Staff also support children to access the local community by visiting local parks in the area and watching trains pass from a nearby bridge. This supports children to develop a sense of the world around them within their local community. The nursery's outdoor environment offers children a range of beneficial play opportunities and experiences to develop their skills. For example, a mud kitchen equipped with a few authentic resources, such as stainless-steel pots and pans, mirrors real life experiences and promotes children's curiosity. Ride along toys and a basketball net promote children's physical skills. A tall fence around the perimeter offers security and privacy for children when they play. However, there is no outdoor lighting. Therefore, the time children can play outdoors in the winter months is limited.

Leadership and Management

Good

Leaders have a clear vision for the nursery. They have a strong commitment to continually improve the quality of the provision, promoting good outcomes for children and staff. A comprehensive statement of purpose enables parents to make an informed choice about the nursery. A good range of policies, procedures and documentation to support the running of the nursery are embedded in practice. All nursery vehicles have current insurance, tax and MOT certificates. There are clear procedures for when staff use their own private vehicles to transport children. Leaders analyse accident, incident and pre-existing injury reports to identify patterns and act if needed.

Leaders are responsive to suggestions and are very keen to provide an effective service to children and their families. There are valuable self-evaluation procedures and supporting documentation in place. They carry out an annual review of the service, consulting with parents, staff and children effectively. They identify areas for improvement for the coming year which drives improvement. Leaders keep Care Inspectorate Wales (CIW) well informed, sharing key information such as when new staff members start with the company. However, they do not include specific details such as identifying the nursery the staff members are allocated to or providing their start/end dates.

Leaders understand the importance of having a team of well-trained and confident staff. Mandatory training is up to date and staff have opportunities to enhance their skills by attending additional online training, such as encouraging positive behaviour management and English as an additional language. Regular informal team meetings are carried out which provide opportunities for staff to reflect on their practices as a team. In addition, they ensure key information is shared such as, safeguarding matters. Staff told us they feel very well supported in their roles. They shared how leaders are visible within the day-to-day aspects of the nursery, and they feel very proud to work for the company. Staff undertake regular beneficial supervisions and annual appraisals.

Leaders understand their responsibilities to ensure staff are recruited safely, have the necessary qualifications and experience required to care for the children. New staff undertake a probationary period which includes a robust induction process. This ensures staff understand their roles, responsibilities along with the values and ethos of the company.

Staff have developed strong relationships with parents. Parents we spoke to were highly complementary about the service. They told us they find the app used by the nursery very helpful, providing them with an insight into their child's experiences at the nursery. They value how staff share photographs and comments daily, along with providing verbal feedback when collecting their children.

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	
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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	Ensure records capture all the required details.
Standard 24 - Safety	Risk assessments must reflect the environment and consider all potential risks.

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)
Consider installing lights in the outdoor environment to extend children's play experiences during the winter months.
Record the setting base of each staff member along with the start and end date where necessary on the staff matrix.

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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