Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

St Paul's Family Centre Nursery

St. Pauls Family Centre, Ger Y Llan, Llanelli, SA15 1DP

01554775338

Date(s) of inspection visit(s):

04/04/2025, 03/04/2025

Service Information:

Operated by:	St Pauls Family Centre
Care Type:	Children's Day Care
Registered places:	20
Main language(s):	Welsh and English
Flying Start service:	Yes
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The service provider makes an effort to promote the use of the Welsh language and culture or is working towards a bilingual service.

Ratings:

Well-being	Excellent
Care & Development	Good
Environment	Good
Leadership & Management	Excellent

Summary:

Children are happy and settled at St Paul's Family Centre Nursery. They have formed positive relationships with staff and each other. Children are confident to make choices about how they spend their time and enjoy the activities available to them. They are confident to ask staff for support if needed and know their individual wants and needs will be respected by staff.

Staff understand their responsibilities to keep children safe and healthy. They provide responsive care and use positive methods to encourage children to interact well together. Staff take children's individual interests and developmental needs into account when providing activities and work well with external agencies to promote children's learning and development.

The environment is clean, welcoming, and child friendly. Leaders ensure risk assessments are in place and regularly updated. The environment is well organised to stimulate and support children's play and learning. A good range of resources promote children's all-round development.

Leaders are motivated and dedicated to delivering high quality childcare. They provide lots of

encouragement and support to staff. Required policies and records are in place. Parents speak highly of the setting and the care their children receive.

Findings:

Well-being — Excellent

Children are very confident communicators as their wants, moods and needs are fully considered. They make requests, ask questions and communicate non-verbally, knowing they will have a positive response and interaction from the staff members. For example, children can choose whether they join in with activities and they can use picture cards to point to their next chosen activity. Children's opinions and interests are valued and acted upon. Their engagement with toys, resources and learning areas are monitored and changes made to support their interests.

Children cope well with separation because consistent daily transitions recognise and support individual needs. They cope very well with separation from parents or carers, coming into the setting with smiles on their faces and know the routine really well. For instance, children came in, went straight to wash their hands before going to play. Children are greeted warmly and personally by staff and given reassurance when necessary. They clearly have a strong sense of belonging, forming strong relationships.

Interactions between children and adults are consistently good and children co-operate well for their age and stage of development. They confidently interact with visitors to the setting and smile at their friends as they arrive at the setting. Children share toys and resources with each other. For example, one child enthusiastically gave a sprayer to their friend to use to water the plants. Children respond positively to staff interactions and are developing friendships. They invite each other to play and are beginning to learn how to deal with disagreements.

Children are delighted and express enthusiasm and enjoyment. For example, they clapped and jumped excitedly as the bubbles were brought out. They confidently share their play with staff and proudly show or talk about what they have been doing. For instance, children rode on bikes, telling staff and visitors they were going to the shops to buy an ice cream before pedalling away enthusiastically. Children enjoy a good range of interesting opportunities and can choose to relax and have quiet times.

Children take part in activities resulting in a great feeling of achievement and high self-esteem. They have freedom to safely explore their indoor and outdoor environment. Children are self-motivated to initiate their own play and to influence their tasks and activities because child led activities predominate. They experience interesting age and developmentally appropriate opportunities that promote their all-round development. Children have some opportunities to develop their independence skills enabling them to do some things for themselves successfully. For example, they can pour their own drinks and practice washing their hands with encouragement when needed.

Care & Development — Good

Staff work positively to promote healthy lifestyles, physical activities, personal safety and well-being. They promote safety throughout the session, identifying and actively managing risks. For example, reminding children regularly about rules, consistently talking with each other and making sure areas are clear and safe for children to use. Staff implement robust cleaning and good hygiene practices. They encourage children to wash their hands, and this helps to develop their personal hygiene practice effectively. Overall, staff understand and implement the setting's policies and procedures. However, this was not consistent with all staff members. Staff support children to speak or express themselves well as they receive a consistent response and interaction, giving children confidence to use their voice both verbally and non-verbally. Staff have a clear understanding about child protection. They confidently answered what they would do if they had a child protection concern. Staff offer children a range of healthy snacks and drinks and offer them regular opportunities to explore the outdoors.

Staff are consistently responsive to children and their needs. They listen and respect their choices and requests. Interactions are positive, demonstrating warmth and kindness. They are kind and model natural and warm interactions. Staff understand the behaviour management policy and consistently implement positive behaviour management strategies. They use praise with the children and successfully use distraction techniques. For example, when reminding children about using gentle hands, they ask children to give a high five to staff before going back to play with friends. Staff focus well on the interests of the child, their individual needs and development. They observe the children, listening and explaining in a kind and caring manner that creates a sense of belonging. For example, they explain regularly what will happen next, such as moving to the outdoor area, or preparing for snack.

Staff know the children very well and have a clear understanding of their individual needs and wishes. They are at hand to provide support when requested by the children. Staff organise interesting opportunities, which are led by the children's choices and interests. They track children's progress successfully and draw on these observations to create meaningful play and learning experiences for the children. For instance, they use formal tracking sheets and regular observations to support their planning and use a daily review session to evaluate the children's engagement and development. They plan well for the next steps in the children's development and review progress regularly. Staff support and provide for children with additional needs, such as children with emotional and behavioural difficulties and children with speech and language difficulties, relevant to the children in their care. Staff promote the Welsh language by using incidental Welsh during the session and singing songs.

Environment — Good

Leaders ensure that the environment is safe, secure, and well maintained. They carry out regular maintenance and checks of the environment, keeping clear records of when this is done. For example, they have up to date records of emergency lights, boiler and fire extinguisher checks. Leaders keep copies of safety certificates and testing carried out by external agencies, ensuring that any issues are resolved quickly. There is clear signage to support emergency evacuation procedures and for child protection contact details. Leaders complete a wide range of effective and accurate general risk assessments, including fire risk assessments. These are regularly reviewed and matters raised acted upon. For instance, there are risk assessments for the indoor and outdoor environment, specific activities as well as local visits. Staff carry out daily visual risk assessments for each room and issues arising are discussed during their daily evaluation session. Leaders organise regular cleaning routines that reflect good hygiene practices. Their good infection control practices minimise any risks to children's health and safety.

Leaders ensure the environment has good indoor play space for children to move freely. Children can explore a number of rooms as well as an outdoor area. Leaders and staff ensure the environment meets most of the children's needs and enables most of them to reach their full potential. They ensure that any outdoor play space is used as often as possible, and they offer some challenges and opportunities for a range of play. For instance, children can access social, imaginative, creative, physical and exploratory resources and areas of play. The premises are welcoming, warm and support children's sense of belonging. For example, there are displays of children's work, a wellbeing wall and photographs of visitors to the setting. The layout of the play areas promotes children's independence successfully, enabling them to follow their own interests. There is low level storage and open baskets which allow children to freely access toys and resources with ease. Leaders promote children's awareness about the world around them and their wider society effectively.

Leaders provide a good range of toys and resources which are in good condition and are appropriate to the children's ages and stages of development. They ensure that children can access a wide variety of toys and resources to promote their all-round development. For example, small world toys, dressing up clothes, creative resources, building blocks and climbing frames. Furniture and equipment are well thought out and are suitably sized according to the ages of the children who will use them. The toilets have suitable facilities, with low sinks and toilets to promote the children's independence. Leaders ensure that there is an appropriate range of outdoor resources to encourage children's curiosity and to support their development.

Leadership & Management — Excellent

Leaders are enthusiastic and motivated to provide a high-quality setting. They have a strong vision which they share with others. Leaders maintain and share an up-to-date effective statement of purpose that accurately reflects the service provided and meets the National Minimum Standards. Leaders have developed a range of policies and documents which are updated regularly. However, not all policies fully reflect the settings procedures, and the operational plan does not clearly show the role of other organisations within the setting. Since the inspection visit, the leaders have begun to review and update their documents to reflect the setting's procedures. They regularly review their documents and records, reflecting on any correlation or ways to improve. Leaders keep a range of information about children including individual needs, contracts and permissions. They ensure that accident, incident and existing injury forms are fully completed and signed by parents where necessary.

Leaders actively implement self-evaluation. They seek the feedback and suggestions of children, their parents/carers, staff and other partners. Leaders create a report in response to the feedback received, summarising the responses and identifying improvements planned in response to the feedback. They also include information on what areas they have identified themselves for improvement. For example, they include what they do well, their priorities for improvement and how they will measure the improvements.

Leaders have effective systems in place to ensure there are plenty of staff always present to supervise children well and carry out routine tasks effectively. Staff files show evidence of suitability checks. However, not all information was available on the day of the inspection. Since the inspection visit, leaders have provided evidence of all pre-employment checks and have added these to the staff files. Leaders ensure staff have regular opportunities for discussion and carry out individual supervision and appraisal meetings. These support the staff to raise any concerns and discuss training and development needs. Staff told us they can approach leaders at any time to discuss any issues, they feel well supported and enjoy their roles.

Leaders ensure that communication and engagement systems with parents are appropriate. They generally keep parents informed via daily feedback and social media. Leaders have very strong links with a wide range of professionals, the community and other stakeholders. They consistently respond positively to information and advice given to improve children's well-being and identified needs. Leaders ensure that when there are concerns about children's progress or development, there are clear and effective procedures and protocols in place for sharing information. Parents told us that the setting offers fantastic support, they help children with their growth and offer help to families.

Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.

National Minimum Standards

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.

Standard	Recommendation(s)
	No NMS Recommendations were identified at this inspection

Best Practice

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.

Recommendation(s)
Ensure that all staff consistently implement the setting's policies.
Ensure all documents and policies fully reflect the setting's procedures.
Ensure that all evidence of pre-employment checks are available for inspection.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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