Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Lakeside Day Nursery

Lakeside Day Nursery, Cormorant House, Coronet Way, Swansea, SA6 8RH

01792781010

www.lakesidedaynursery.com

Date(s) of inspection visit(s):

30/04/2025, 09/05/2025

Service Information:

Operated by:	Lakeside Day Nursery Limited
Care Type:	Children's Day Care
Registered places:	137
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 is not meeting the Welsh language and culture needs of people and this requires improvement.

Ratings:

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

Summary:

Children are confident and enjoy their time at Lakeside Nursery. They have a sense of belonging and are developing positive relationships and friendships. Children have good opportunities to make choices and decisions about what they want to do and are developing independence skills appropriately.

Staff understand and implement policies and procedures effectively to keep children safe. They are kind towards children, providing positive interactions to ensure children feel valued and happy. Staff consistently use positive behaviour management strategies to good effect. Staff support children in their play and learning.

The setting is safe, secure, and well-maintained. The rooms are welcoming with ample resources that are accessible to children. Furniture and equipment are of good quality, clean, and suitable for the children attending. There is a large outside space that provides further play opportunities, and

staff ensure children use this daily.

People who run the setting have a strong vision for the future and ensure they manage their team with effective support and continuous training. They are enthusiastic and ensure they offer a good standard of service. People who run the setting have developed positive relationships with parents and carers and work closely with them to ensure effective care and support to all children who attend the setting.

Findings:

Well-being — Good

Most children are happy and enjoy their time at Lakeside Nursery. Children have good opportunities to make decisions about how they spend their time at the setting. For example, younger children decide what toys and activities to engage with during outside play and older children select which story to have during circle time. Children are engaging communicators. They enthusiastically play with their friends and frequently approach staff to share ideas or receive cuddles. Some children confidently approached us, as visitors to the setting, to chat and engage us in their play.

Most children are settled and cope well with separation. They have formed positive bonds of attachment with staff. Children who are unsettled receive support and reassurance. However, on a small number of occasions, children waited too long to have their needs met. For example, after outside play on what was a warm day, some children waited too long in their highchairs before receiving a drink and lunch. Most children express enthusiasm and enjoyment. We saw them smile, laugh, dance and positively join in with the day's activities. Children play alongside each other or together in line with their age and stage of development. Clear friendships and bonds of affection are forming. For example, younger children are beginning to take an interest in each other as they explore multi-sensory toys while older children play collaboratively during imaginative play in the home corner. Children have a sense of belonging and are familiar with routines. For example, they wait patiently with staff before making their way back into the building following outside play.

Interactions between children and staff are consistently positive and sometimes humorous. For example, older children invite a staff member to try and fit through a shape they have made from construction toys. They giggle as the staff member gets stuck and breaks the structure. Children chatter away to staff and receive appropriate responses. Children interact well with each other. Some children are beginning to take turns and share.

Children are enthusiastic and interested in their play and learning. They enjoy a good range of opportunities indoors and outside that promote their all-round development. We saw children enthusiastically participate in several engaging activities such as physical outside play, creative activities, imaginative play and exploring multi-sensory toys.

Children are encouraged to develop their skills of independence successfully. This is particularly evident at mealtimes where the progression of becoming self-sufficient is clear. Younger children receive support and encouragement to feed themselves whilst older children are completely self-sufficient, competently accessing water whenever they need to, for instance. Children access toys and resources freely and make decisions about whether to engage in adult-led activities or free

play.

Care & Development — Good

Staff understand and implement policies and procedures to promote healthy lifestyles, personal safety, and wellbeing. Staff have a good understanding of their responsibilities to protect children. They confidently answer questions about safeguarding scenarios and know what to do and who to report to should a matter of this nature arise. Staff supervise children effectively. For example, positioning themselves well, whilst supervising children during outside play. Allergy management is very good, with information clearly displayed throughout the setting and processes in place to ensure any child with allergies is safely catered for. Appropriate medication, accident, incident and pre-existing injury records are in place. Staff implement thorough hygiene practices. Most children wash their hands before mealtimes. However, wet wipes were used on one group of children following outside play instead of thoroughly washing hands. Hygienic nappy changing and toileting practices are in place. Staff ensure children have access to frequent outside play experiences, offering them the benefits of physical exercise.

Staff display a good understanding of the behaviour management policy and consistently implement positive strategies. They use gentle tones and positive reinforcement. They chat to children and show a genuine interest in the children's lives. For example, a staff member asked a child if they enjoyed a recent holiday, whilst another staff member asked if a child had enjoyed their time at school that morning. Staff use positive praise consistently and display a good understanding of the effectiveness of this strategy. For example, a staff member explained how older children are given responsibility to raise their self-esteem and reinforce positive behaviours. Interactions are positive, demonstrating warmth and kindness. We heard staff offering children, who had just woken up following nap time, cuddles and drinks as they came around. Staff know the children well. They shared with us the types of activities children like and that a child looks tired today.

Staff provide a good range of play and learning activities. We saw some staff supporting and extending children's understanding in their play and learning. For example, during outside play staff ask, *'what colour is the ball?',* while older children answer technical questions about the features of the book they are reading relating to the illustrator and blurb. There is a good balance of adult led and activities that children can independently access. Staff have a good understanding of when to interact and when to let play unfold. For example, children playing imaginatively in the home corner enjoyed an extended game which they clearly enjoyed without adult intervention. Some staff sometimes use incidental Welsh during the day.

Environment — Good

People who run the setting provide effective measures and policies to ensure that everyone is aware of their responsibilities regarding the children's safety. They ensure that the environment is secure and well maintained, both indoors and outside. People who run the setting ensure a good level of security. Visitors can only access the premises when authorised to do so and complete the visitors record system. People who run the setting and staff carry out daily visual safety checks both indoors and outside as well as daily cleaning. They organise regular cleaning routines that reflect good hygiene practices. Their good infection control practices minimise any risks to children's health and safety. People who run the setting have a range of risk assessments in place which identify specific risks and how they will reduce the risks. However, not all areas of the premises are appropriately risk assessed. Since the inspection visit, the setting has further developed the premises risk assessment. They keep building and equipment safety certificates up to date. For example, Portable Appliance Testing, firefighting equipment and boiler safety checks. People who run the setting ensure regular fire drills are carried out.

People who run the setting provide an environment which has good indoor play space for children to move freely. They ensure the environment meets most of the children's needs and enables most of them to reach their full potential. For example, each age group has their own area which supports their stage of development. People who run the setting offer an appropriate outside play space which is used as often as possible. The premises are welcoming, warm, and accessible to all. Low level storage and open boxes allow the children to see what is available.

People who run the setting ensure that nearly all children can access good quality and a broad variety of age-appropriate furniture, toys, and equipment. There is a plentiful supply of resources available. For example, role-play, small world, construction, and arts and crafts. People who run the setting ensure that there is a wide range of outside resources available to the children. The setting offers areas which develop children's physical, sensory, creative, imaginative and language development. The setting has some resources that promote cultural awareness.

Leadership & Management — Good

Lakeside Nursery has a strong leadership team who work positively to develop the setting. They have a clear statement of purpose which reflects the service provided. People who run the setting have a wide range of good, clear policies which are implemented in practice. However, the safeguarding policy did not clearly reflect the current practices carried out by the setting. They ensure that all necessary records about the children are kept safely and securely. For example, children's contracts, individual needs, and permission forms. People who run the setting engage positively with Care Inspectorate Wales (CIW) and complete the Self-Assessment of Service Statement. However, they had not informed CIW of changes to staff. Since the inspection visit, the setting had completed an online notification with information about the staff changes.

People who run the setting monitor the quality of the service and plan for improvements effectively. They regularly seek feedback from parents, children, staff, and outside agencies. People who run the setting produce a quality-of-care report which highlights the positive things they are doing and describes the impact it has had on the children. They identify their plans for improvement within the report and implement these changes and improvements to the setting throughout the year. The leadership team work closely together to monitor, evaluate and review the setting.

People who run the setting ensure that paperwork and staff files are very well organised, and evidence all relevant checks to ensure staff are suitable to work with children. They ensure staff mandatory training is up to date and regular training is provided as part of their ongoing professional development. People who run the setting ensure systems for appraisal and supervision encourage reflection, effectively enabling staff to set personal goals. Staff commented that they feel valued and well supported by the management team enabling them to fulfil their roles and responsibilities effectively and confidently. People who run the setting keep a record of when children are in their care and who is working with them. However, it is not clear when staff are on their break or on a school run.

People who run the setting have established good partnerships that improve the quality of provision and outcomes for children. There are good systems in place to keep parents well informed about their child's time at the setting. The setting uses an app to send updates about the children's day and sends a termly newsletter to keep parents informed of upcoming events. For example, last term they organised a visit from the petting farm, shared information about their celebration of Ramadan and have plans to carry out their own 'Eisteddfod'. Parents we spoke to said they thought the setting was excellent, the staff are caring, supportive and look after the well-being of the children. People who run the setting have good links with a range of professionals. They respond positively to information and advice given to improve children's well-being and identified needs.

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.

CIW has no areas for improvement identified following this inspection.

CIW has not issued any Priority action notices following this inspection.

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)
Standard 4 - Meeting individual needs	Meet children's needs in a timely manner, minimizing any potential delays.

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)
Develop consistency in handwashing particularly before meal times.
Further embed the use of Welsh within the setting.
Further develop the records to clearly show when staff are on break or school runs.
Further develop the safeguarding policy to reflect the setting's practice.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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