



Inspection Report

Meithrinfa Seren Day Nursery

**University Of Wales Trinity St. David
Lampeter Campus
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SA48 7ED**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

12/10/2021

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About Meithrinfa Seren Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Seren Day Nursery Ltd
Registered places	36
Language of the service	Bilingual
Previous Care Inspectorate Wales inspection	12 June 2019
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	The service is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture.

Summary

Children are happy, express enthusiasm and enjoy their time at the setting. The children have freedom to explore their playroom, they choose which toys they want to play with and have a strong sense of belonging. Children enjoy a good range of interesting opportunities and are encouraged to develop their independence skills. Children are engaged and interested in their play and share their excitement with staff.

Care staff understand and implement nearly all policies and procedures to promote healthy lifestyles and personal safety. Overall, they follow effective hygiene practices nearly all of the time. However, there are some minor areas which need improvement. Care staff consistently implement positive behaviour management and plan, prepare and carry out activities suitable for the children in their care.

People who run the setting offer a safe, secure and suitable environment. They provide a good range of toys, resources and equipment for the children to use. People who run the setting ensure the children use the outdoor area as often as possible.

People who run the setting, keep nearly all of their policies, records and risk assessments up to date. However, care staff do not always fully implement them in practise. They evaluate their service and produce a valuable quality of care of report. People who run the setting follow adequate suitability checks and have good communication with parents.

Well-being

Children are confident communicators. We heard children choosing which dessert they would like at lunchtime and during lunch younger children used non-verbal gestures to request more food and received a positive response from staff. Children have freedom to explore their playroom and choose which toys they want to play with. Children can access water independently throughout the day.

Children are happy at the setting. They know the routines well, even with the added cleaning and hygiene practices linked to Covid-19. They wash their hands at appropriate times and help tidy toys away after use. Children smile at care staff and offer to share their food or toys with them. They sit with staff members while playing and ask them for help. Parents said their children really enjoy going to the service.

Children have good bonds of affection with care staff and seek out familiar people who they know will help them. For example, one child, who woke from a morning nap, asked specifically for one care staff member by name. Younger children happily babble at the adults and other children around them throughout the day. Children are beginning to learn about sharing and taking turns and we saw children pass toys to one and other. They are beginning to develop friendships and show concern towards each other. For instance, when one child's tower of blocks fell over, another child helped to pick them up as they could see they were upset.

Children enjoy playing and are curious and excited learners. For instance, children animatedly painted bubble wrap plastic in Autumn colours. Children who do not want to participate in adult led activities are able to choose independently to play with other resources. Nearly all children enjoy a good range of interesting opportunities, participating in activities for appropriate periods. For example, we observed children enjoying playing with their peers and care staff with construction toys and younger children concentrating intently while colouring.

Children experience interesting and developmentally appropriate opportunities. They show interest and respond to the activities they are involved in. For example; during one activity, a younger child smiled proudly after showing a gorilla to a care staff and making gorilla noises to them. Children are encouraged to develop their independence skills enabling them to do things for themselves successfully. For example, we saw one baby make his way over to a push along walking aid toy he wished to play with. Children pointed at displays on the wall, naming the things they saw and repeated words back to staff.

Care and Development

Care staff have a thorough understanding of their responsibilities to protect children and responsibilities to protect children and keep them safe. Overall, care staff understand, implement and follow effective hygiene practices. However, there are a few areas which need improvement. For example, care staff picked up a lidded cup from the floor and gave it straight back to the child. They follow good cleaning routines and wash hands thoroughly and frequently. For example, care staff washed their hands after returning from the school pick-up and regularly reminded children to wash their hands. Care staff are aware of children's preferences or dietary needs and offer children a range of healthy meals and snacks. The care staff explained that they complete training to identify symptoms of allergic reactions and the procedures to follow when administering an EPIPEN.

Experienced and qualified staff care for children effectively and meet their individual needs. They consistently implement positive behaviour management strategies so children know what the expectations are. For example, care staff intervened appropriately and calmly when there was disagreement between children. They encourage the children to share resources "*rhannu yn neis nawr*" (share nicely now), consistently use praise to reinforce good behaviour as well as being positive role models for the children. Care staff talk to the children throughout the day, asking questions, repeating children's words or as part of their play/activities. For instance, care staff asked questions about the older children's day at school and chatted to them while they ate their snack.

Care staff listen and respect the children's views. Care staff interact with children kindly and warmly. For example, they listen intently to children's needs and develop the children's understanding through appropriate questioning. "*Ti'n iawn? Ti eisiau ychydig o help?*" (Are you ok? Do you need a little help?) Care staff consistently encourage children to do things for themselves but also offer support if needed. For example, care staff encourage older babies to eat their main meal with lipped plates and spoons to help them feed independently but staff also step in if they see children getting frustrated. They have a good understanding and knowledge of the children's developmental needs, planning activities together and including children's ideas and suggestions. They use long-term, short-term and focused planning, suitable for children's age and stage of development. They assess children's progress and these feed into the activity plans. Care staff promote the children's home language, with Welsh being the predominant language at the setting. Where required care staff speak to the children bilingually.

Environment

The environment is very secure and well maintained indoors and outdoors. Access to and from the setting is secure and there are thorough safety measures in place. People who run the setting ensure there are methodical cleaning routines to maintain infection control methods. New and revised policies are in place to reduce the spread of infection due to Covid-19. The premises is warm, inviting and decorated with the children's art work. Children benefit from natural lighting in the various sections within the main playrooms because of the large windows. People who run the setting identify and minimise risks to children's safety very well. They conduct thorough maintenance and safety checks and work with the landlord to maintain the upkeep of the property. People who run the setting carry out regular fire drills, record the details and file them safely. However, they do not follow the frequency as stated in the fire drill policy.

The setting offers sufficient play space for nearly all of the age ranges as well as a separate outdoor area for younger and older children. However, on the day of the inspection, the area used for the after school children was limited due to storage of resources and equipment. People who run the setting explained that after school children would not normally stay within the area and would use a larger space or the outside. Since the inspection visit, the people who run the setting have sorted and removed excess resources and equipment to allow for a much greater play space.

People who run the setting offer age-appropriate equipment and the children can access the toys independently, as they are stored at an appropriate level. They maintain the upkeep of the equipment to ensure it is safe and suitable for children. Children socialise happily as they sit at age-appropriate tables, chairs and high chairs. In the main, people who run the setting provide good resources to promote children's curiosity about the wider society, including cultural awareness. They ensure that nearly all children can access good quality and a broad variety of appropriate toys and equipment. For instance, dolls, construction toys, a role-play area, interactive toys, some small physical soft play and loose parts to encourage imaginative play. People who run the setting said they use the outdoor play space as often as possible, and children can access age-appropriate toys, resources and equipment, including construction play, climbing equipment, role-play and an area for ride-on toys.

Leadership and Management

People who run the setting have a strong vision for the service which they share with others. They maintain and share an up-to-date, comprehensive and professional statement of purpose that accurately reflects the service provided and exceeds the National Minimum Standards. They review their policies regularly and ensure that care staff largely implement them in practice. However, care staff do not always follow some policies. For example, care staff do not use a disposable apron while nappy changing. People who run the setting keep all the required records including individual needs, contracts and permissions. However, the medication record sheet did not clearly show when they gave medicine and they did not update the children's personal record to show changes to children's dietary needs. Since the inspection, the people who run the setting have updated their medicine record sheet to include more information about the medication and show clearly when they administer medicine. People who run the setting have a good understanding of their responsibilities to promote the Welsh language. They are actively working towards meeting the Active Offer.

People who run the setting actively implement self-evaluation. They seek and implement the suggestions of children, their parents/carers, care staff and other interested partners. They produce an effective quality of care report, which includes what the nursery is doing well, what improvements they can make as well as some timescales.

People who run the setting carry out suitability checks and all care staff have a valid DBS certificate. However, staff files did not include evidence of some of the checks they carry out. For example, they did not include confirmation of identity checks they carried out. Since the inspection, the people who run the setting included evidence of all of the suitability checks they carry out. The performance management process is good and encourages care staff to attend a range of training and to apply their learning. For example, staff have attended safeguarding, first aid and food hygiene. People who run the setting hold regular and good supervision and appraisal meetings. They keep a record of children's actual times of attendance and who was caring for the children. However, they do not record who or when they carry out school runs. Since the inspection, the people who run the setting have shown evidence of the record sheet to show clearly when they carry out school runs. Staff said they feel that they are very well supported in their roles and that management operate an open door policy.

People who run the setting ensure that they have good systems in place to communicate and engage effectively with parents. They keep them well informed. They share daily information with parents including nappy changes, food and sleep information. They also use social media effectively to let parents know about changes to the setting or activities. People who run the setting ensure that when there are concerns about children's progress or development they follow procedures and protocols consistently. Parents said the service is very supportive in all aspects of their children's development, they keep them updated with daily information and are asked regularly about what the service can do to improve.

Recommendations to meet with the National Minimum Standards

R1 - Familiarise themselves with Public Health Wales guidance on infection, prevention control and update policies where appropriate.

R2 – Ensure care staff fully implement all policies.

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	N/A

	inspection	
15 (1) (c)	SOP not in line with regulation and NMS	Achieved
31 (1) Sch4.02(1)(b)	CIW not informed of staff changes	Achieved
20 (1) (a)	Proper provision was not made for the care and welfare of older children during the lunch time period	Achieved
29 (3) (a)	The responsible individual had not established a system for all staff to receive regular supervision.	Achieved

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