



Inspection Report

A Bright Start Nursery Rumney

**A Bright Start Day Nursery Ltd
Springmeadow Business Park
Rumney
Cardiff
CF3 2ES**



Date Inspection Completed

22/11/2021

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About A Bright Start Nursery Rumney

| | |
|--|---|
| Type of care provided | Childrens Day Care Full Day Care |
| Registered Provider | A Bright Start Nursery (Rumney) Ltd |
| Registered places | 48 |
| Language of the service | Both |
| Previous Care Inspectorate Wales inspection | 5 February 2019 |
| Is this a Flying Start service? | |
| 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. |

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

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

Summary

Children settle well, are happy, and enjoy attending the setting. They have fun playing with their friends and form close relationships with staff. Children have lots of choice and are becoming independent. They feel safe and have opportunities to develop different skills.

Staff keep children safe and healthy. They are responsive to children's needs and deliver warm, nurturing care. Staff plan suitable activities that interest children. They keep adequate records to track children's progress and development. Staff know the children well and work in partnership with parents to plan for their individual needs.

The environment is clean, welcoming and well organised. Staff follow procedures to ensure the environment is safe and suitable, completing risk assessments and daily checks. An appropriate range of toys, resources and equipment promote children's learning and development.

People who run the setting have a satisfactory understanding of the National Minimum Standards and Regulations. They offer staff support in their roles and are committed to improving practices for children's benefit. Parents we spoke to were complimentary of the care their children receive.

Children are encouraged to speak and express themselves. All their attempts at communication are valued. For example, we saw a baby squealing excitedly during their play; a staff member responded warmly saying, '*are you trying to talk?*' Children make choices and decisions; this makes them feel valued and enhances their self-esteem. They confidently move around their playrooms, choosing toys to play with.

Children separate well from their parents/carers. They develop warm relationships with staff. We saw a young child hold up their arms for a cuddle as they became tired, and settle contentedly in a staff member's lap for a bottle feed. Children are familiar with the setting routines, which makes them feel safe and secure. They listen well at story time and know that this activity signals that lunch is nearly ready. Children line up calmly in preparation to wash their hands before meal times.

Children are beginning to form friendships, in line with their age and stage of development. They play happily together or alongside each other. We saw children sharing space and resources well when playing at the water table, swishing glittery water with wooden spoons. Children are kind and thoughtful towards their friends. When one young child became upset, another crawled towards them and reached out their hand in an attempt to comfort them.

Children enjoy their play and learning. They are interested in the activities on offer and concentrate on what they are doing for an appropriate time. For example, we saw babies smiling and babbling as they played with a variety of homemade shakers. Older children enjoyed their play in the home corner, pretending to do the laundry and make meals for their friends and staff members.

Children develop well, and are confident and curious. They were unperturbed by our presence, often approaching us to show and share their toys. Activities provided promote their all-around learning. Children learn self-help skills, which prepares them for attending school. They wash their hands independently, and help put away toys and resources at tidy up time. Children enjoy sociable meal/snack times, feed themselves, and chat happily to their friends and staff.

Care and Development

Adequate

Generally, staff understand how to keep children safe and healthy. They successfully implement policies and procedures to help keep everyone safe during the Covid-19 pandemic. This includes increased hand washing, more frequent cleaning and only allowing essential visitors into the building. Staff we spoke to were aware of their role in protecting children. They recognise signs and symptoms of abuse and know to report any concerns to the manager. However, not all staff are aware of their individual responsibility to report concerns to the local safeguarding board. Accident records are well completed, but staff do not consistently monitor these records to identify potential risks within the environment. Staff offer children a range of healthy snacks, and a cook prepares a variety of home cooked meals. We saw children enjoy a variety of fruit at snack time and cottage pie and vegetables for lunch. Children have access to drinking water at all times during the day. Staff provide opportunities for children to be active and get fresh air, with daily access to the outdoor play area.

Staff care for children in a kind and patient way. They have a sound understanding of child development, and its impact on children's behaviour. There is a suitable positive behaviour management policy in place. However, the policy does not reflect changes in lead staff responsible for behaviour management, as one named staff member no longer works at the setting. Staff implement the behaviour management policy well, using lots of positive language and praise, which enhances children's well-being. They offer simple, clear explanations and use distraction methods to help direct children towards positive behaviour. For example, when one child was unsettled at story time a staff member encouraged them to come and help her tidy up. Staff act as good role models at all times, interacting considerately with each other and the children.

Staff have a suitable understanding of children's individual needs and abilities. They plan an appropriate variety of activities, which appeal to children's interests. Staff plan for a range of events, and celebrations such as Diwali, Hanukah and St. Andrew's Day. We heard children and staff chatting excitedly about a pyjama party planned for the next day, to raise money for Children in Need. Staff told us they evaluate activities to inform future planning, however, written evidence of evaluation is inconsistent across the setting. Staff regularly observe children's play and learning to track their progress. Records of observations are sometimes brief and do not always detail children's next steps in development and learning.

Environment

Adequate

The environment is safe, secure and provides ample space for children to play and learn. There are satisfactory risk assessments in place for the setting and school runs. In addition, staff complete daily safety checks for all areas of the setting. Hand sanitiser dispensers mounted on walls outside of each room ensure staff maintain good hand hygiene. Cleaning rotas evidence regular and frequent cleaning routines. Registers for children and staff caring for them are complete. Staff ensure only authorised entry to the setting and keep a log of any visitors. Routine maintenance checks for the building and appliances are undertaken. Regular fire drill practices ensure staff and children are aware of how to evacuate the premises safely.

The environment is well maintained and provides a child friendly space that is welcoming to children and visitors. There are four playrooms, organised to meet the needs of varying ages of children. During the inspection, only two of these rooms were in use, due to low numbers of children currently attending. Attractive bilingual displays in playrooms and communal areas promote children's awareness of the Welsh language and celebrate their achievements. The dining room provides a relaxed space for children to enjoy sociable mealtimes. Notice boards clearly display information regarding children's dietary requirements, and wall displays of children's framed artwork enhance this room further. Children have access to a secure outdoor play area. Improvements to this area since the last inspection include; grass replaced with artificial turf to enable all weather play, and the installation of a large wooden pirate ship climbing apparatus. There are suitable opportunities outdoors for children to develop their physical skills, but limited resources to enhance children's learning in other areas, such as creative development and awareness of their natural environment.

Resources are suited to the age of the children and are in a reasonable condition. However, we saw limited natural and multicultural resources. The setting has suitable furniture and resources to support children's independence. For example, storage units at child height, child sized tables and chairs, and individual coat pegs for their belongings. Babies nap in their own individual cot in the attractively decorated sleep room. There are an appropriate number of children's toilets and nappy changing facilities available. These areas are clean and fresh. The children's bathroom is equipped with easily accessible liquid soap and paper towels.

Leadership and Management

Adequate

People who run the setting manage it to a satisfactory standard. They have made some progress on recommendations made at the last inspection. Required policies and procedures are in place and most contain relevant information. The safeguarding policy

does not contain information about the Prevent duty (to protect children from the risk of radicalisation). This recommendation is outstanding from the previous inspection. The statement of purpose contains all the information parents need to make an informed decision about using the setting. Overall, they have good procedures in place paying attention to the Regulations and Minimum Standards to ensure the smooth running of the setting.

People who run the setting carry out relevant checks to ensure all staff are suitable to work with children. Staff receive regular individual supervision meetings providing them with time to reflect on their strengths and discuss any training needs. Most staff have up to date mandatory training such as first aid. A number of staff are due to renew their safeguarding training and have been booked onto courses. There are enough qualified and experienced staff to make sure children are well cared for at all times.

People who run the setting plan appropriately for improvement. There are systems in place to monitor the quality of care provided. A quality of care report is completed. The report identifies strengths and areas for improvement, but does not clearly reflect the views of parents, staff and children. There is a complaints policy in place. However, the policy does not contain regulatory information on how a complaint handled by an outside agency, will be dealt with, or information on how older children can raise a complaint.

Staff share information daily with parents. Parents of younger children receive a written record of their child's day, and parents of older children receive verbal feedback at the end of their child's session. Parents we spoke to said that they were very happy with the setting, stating how supportive the setting have been in addressing their children's individual needs.

Recommendations to meet with the National Minimum Standards

R1. Ensure staff update their safeguarding training and are aware of their individual responsibility to report concerns to the local safeguarding board.

R2. Consistently review accident records to identify emerging patterns/risks.

R3. Consistently record evaluations of children's activities, and ensure observation records include children's next steps in development.

R4. Continue to develop the outdoor play area and source more natural and multicultural resources.

R5. Review and update policies.

R6. Ensure the quality of care report clearly reflects the views of parents, staff and children.

Final unpublished report

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 |
| 29 (3) (a) | The RI had failed to ensure that staff receive regular supervision and/or annual appraisals. | Achieved |

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 |

| 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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