



Childcare Inspection Report on

Coleg y Cymoedd Day Nursery

**Ystrad Mynach Campus
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Hengoed
CF82 7XR**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



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Description of the service

Coleg Y Cymoedd Day Nursery operates from a designated building on the Ystrad Mynach College campus. It has been registered since June 2015 to provide care for a maximum of 47 children between the ages of nine months and five years. The service operates Monday to Friday, term time only, between 9.00am and 4.30pm. The service is run by the college as a limited company. The nominated Responsible Individual (RI) with overall responsibility is David Brookes. A Person in Charge (PiC) is employed to take responsibility for the day to day running of the service. The main operating language of the service is English with good use of incidental Welsh.

Summary of our findings

1. Overall assessment

Coleg Y Cymoedd Day Nursery is a well run service. Children are happy, appropriately engaged and settle well. They are cared for by an established and consistent staff team who have been at the service for a considerable time. Staff are well qualified, enthusiastic and offer responsive care. Relationships with children are good. The environment is clean, bright and stimulating with age appropriate furniture and resources. Paperwork is detailed and well organised. Leaders ensure that the service meets the requirements of the Child Minding and Day Care (Wales) Regulations 2010 and National Minimum Standards.

2. Improvements

Recommendations from the last inspection have been implemented. Use of incidental Welsh has improved and is a priority for the service.

3. Requirements and recommendations

There were no areas of non-compliance identified during this inspection. Good practice recommendations mainly in relation to the environment and activity planning are referred to in the body of the report and summarised towards the end.

1. Well-being

Summary

Children are happy and settled at the service. They interact well and are appropriately engaged in a good range of activities. They have formed good bonds with staff and are beginning to form friendships. Children develop well and have opportunities to develop independence.

Our findings

1.1 To what extent do children have a voice?

Children have a voice and their contributions are valued. We saw that children were confident to approach staff because they knew they would be listened to, for example, we heard children asking to repeat songs during group singing and their requests were listened to. In the baby room we noted that babies were able to follow individual routines such as sleep time. We were told by staff that if children fall asleep before lunch they have it when they wake up. This demonstrates that children's needs and preferences take priority over the routines of the service. There were suitable opportunities for children to follow their interests and lead their own play and learning through free choice activities. We saw that children's views were included in evaluation of activities through smiley faces to show their enjoyment and children's views are gathered for the purpose of evaluation of the service.

Children at the service are consulted and individual needs take priority.

1.2 To what extent do children feel safe, happy and valued?

Children are happy and settled at the service. Routines are well established which means that children know what to expect and this helps them to settle quickly. Children's work is displayed and celebrated, helping children to feel that their efforts are valued. We saw that children have formed good relationships with staff and sought them out for attention for example, one child who was upset climbed on to the lap of a member of staff for a cuddle. They received plenty of attention and quickly went back to play. Children were seen to be happy. We observed a group of children in the toddler room playing with bubbles. They chased them and showed great excitement when they were able to catch them. They received lots of praise from staff which they responded very positively to.

Children's efforts are valued and they are happy and settled.

1.3 How well do children interact?

Children interact well. They play happily alongside or with each other, appropriate to their age and stage of development. We saw groups of children in the pre-school room playing together in the sand tray, chatting about what they were doing and sharing resources. We saw that children were developing an understanding of the needs of others, for example, when some children were sleeping, other children left them alone and we heard one child reminding another to be quiet so as not to wake them. Snack

and lunch times are sociable occasions. Children sit together at tables and we heard lots of conversations, supported by staff who sit with the children.

Children are forming friendships and interact well with staff and each other.

1.4 To what extent do children enjoy their play and learning?

Children engage in a good range of activities and enjoy their play and learning. We saw that children were able to lead their own learning and choose from activities suitable for their age and stage of development. In the baby room we noted that resources were laid out on the floor which enabled babies to choose what they wanted to play with and encouraged movement from one toy to another. We saw children in the pre-school room engaged in a range of activities that had been put out for them, including sand, small world, matching and sorting. Whilst toddlers were fully engaged in activities both inside and outdoors, we noted that the free choice resources available to them in the base room were limited. We discussed this with the PiC who agreed that additional resources would be made available for children's free choice. We also noted that older children did not access the outdoor play area during the visit and their opportunities for physical activities were limited. This was also discussed with the PiC during feedback.

Children enjoy their play and learning but consideration should be given to the number of free choice resources and access to the outdoor play area.

1.5 How well do children develop, learn and become independent?

Children develop well and have opportunities to develop independence. We saw children's records that evidenced their development through highlighting skills they have achieved. Older children were able to access toilets independently and were given gentle reminders about hand washing. We noted that children were provided with age appropriate cutlery during lunch time and were supported by staff to use it. In the baby room we saw that children were encouraged to feed themselves if appropriate to their age and stage of development. Children were able to choose the activities they took part in, for example, when toddlers were playing with bubbles we saw that one child went to play with the cars. This demonstrates that children are able to follow their own interests and make decisions.

Children are developing appropriate skills and are becoming independent learners.

2. Care and Development

Summary

Staff are conscientious in their role of keeping children safe and healthy. They are knowledgeable about safeguarding procedures and all staff have up to date training in safeguarding, food hygiene and paediatric first aid. Risks to children's safety are identified and where possible eliminated. Interactions are well managed by staff and children's progress is closely monitored. Activities provided are appropriate to the age and stage of development of the children and appeal to their interests.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff are committed to keeping children safe and healthy. There is a comprehensive safeguarding policy which includes information on 'Prevent' which is a government initiative to support child care providers in recognising signs of extremism and radicalisation. We spoke to staff who confidently told us about procedures for referring any concerns. We saw that all training such as safeguarding, food hygiene and paediatric first aid was current. The service has a healthy eating policy and we saw that children were served healthy meals and snacks. We saw that allergens and preferences were displayed in the kitchen and we noted that these were adhered to, for example, one child was served lunch without the gravy as they didn't like it. Staff spoke confidently about individual dietary needs and how they catered for them. We saw that risk assessments were detailed and where possible risks to children's safety are eliminated. Staff were seen to have a good understanding of managing risks, for example, sand was cleaned up if it was tipped so that children would not slip on it and children were made aware of areas in the garden where they should not play, as it was slippery. Children have opportunities to practice fire evacuation procedures so they know what to do in an emergency. Emergency evacuation drills are carried out every half term and appropriate records are kept. Staff we spoke to were clear about fire exits and how to evacuate the building effectively.

Parents can be confident that children attending the service are kept safe and healthy.

2.2 How well do practitioners manage interactions?

Staff manage interactions very well. We noted that there was a very calm atmosphere at the service. Staff spoke quietly and respectfully to children and each other, acting as good role models. We saw that staff were consistent in their approach and worked in line with the behaviour management policy. On the day of our visit behaviour was very good but when reminders were needed they were given in a calm and sympathetic manner. We heard a member of staff reminding one child not to put sand on the floor because someone might slip on it. The child responded well and another child helped to sweep up the sand. We saw that staff supported interactions between children. During circle time staff sat on the floor with the children and joined in with the activities and they sat with the children during lunch and snack times to support

conversations. We heard lots of praise for positive behaviour such as turn taking and good manners. Children responded positively to praise and were eager to please.

Staff manage behaviour effectively and this leads to a calm and relaxed atmosphere.

2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?

Staff know children well and meet their individual needs. We saw that activities are carefully planned with a topic overview and weekly plans that are evaluated and take into account the views of children. Staff carry out regular observations of children's progress and record key steps in development. This helps to inform next steps in learning for individual children. Planning and observations follow the principles of the Foundation Phase Curriculum. There are a good mixture of adult led and free choice activities available to enable children to follow their own interests. Staff support children well in their learning and development. Good use was made of opportunities for language development in English and Welsh. We heard staff asking questions such as 'how many are there?', 'what colours can you see?' and 'what does it feel like?' Staff used lots of incidental Welsh such as colours, numbers, simple instructions and singing Welsh songs.

Staff are knowledgeable about child development and meet individual needs well.

3. Environment

Summary

Children are cared for in a clean, bright and safe environment. The building is secure and robust risk assessments ensure that risks are identified and where possible eliminated. Resources and furniture are suitable for the age range of the children and resources are of good quality and well maintained.

Our findings

3.1 How well do leaders ensure the safety of the environment?

Leaders ensure that the environment is safe for children. The indoor and outdoor areas are secure and we noted that identification was checked upon arrival. Gas and electrical safety checks are carried out and staff undertake daily checks to ensure the safety of the playrooms and outdoor play space. We saw that there were robust procedures for the collection of children and security passwords were checked when staff were not familiar with adults. Resources and furniture were seen to meet the required safety standards. Risk assessments were seen to be detailed and reviewed regularly. Staff paid attention to the environment throughout the day and ensured that risks were identified and addressed in a timely manner.

There are robust procedures in place to ensure that the environment is safe for the care of children.

3.2 How well do leaders ensure the suitability of the environment?

Children are cared for in a suitable environment. Play areas are bright, clean and stimulating. They are arranged in such a way that children have space to move freely and have suitable choice and variety. Older children access toilet facilities independently and there are private areas for nappy changing and personal care. The outside play area provides ample space for children to be physically active and there is a separate area for babies to play outside safely. Canopies have recently been fitted to offer shade during warmer weather. Babies have a separate space to sleep and this was clean, warm and inviting. We saw records demonstrating that temperature is monitored to ensure that it is comfortable for children. The play rooms have lovely displays of children's work. There is lots of Welsh vocabulary displayed around the building and most displays are labelled in English and Welsh. The office area is secure and provides a suitable space for confidential conversations and secure storage of information.

Leaders ensure that the environment is well maintained and suitable for the number of children cared for.

3.3 How well do leaders ensure the quality of resources and equipment?

Resources are clean, well maintained and appropriate for the age range of the children. We saw that furniture was of appropriate size and design. Babies had

suitable high chairs and cots for sleeping. We saw that resources such as dressing up clothes were clean and of good quality. There were a good range of multicultural resources such as books, dolls and puzzles, promoting children's awareness of cultural diversity. The outdoor play area was resourced with bikes, trikes and walkers alongside smaller equipment such as hoops and balls. Resources were in sufficient quantity for children to have variety and choice.

Leaders ensure that resources are of good quality and generally allow children to have variety and choice.

4. Leadership and Management

Summary

The service benefits from good leadership. Staff recruitment procedures are robust and staff benefit from a good range of training opportunities. The staff team is well established with most staff having been employed at the service for a considerable time. Leaders have a clear vision for the service. Effective self-evaluation ensures that the service is subject to on-going improvement.

Our findings

4.1 How effective is leadership?

Leadership of the service is effective and ensures that it meets the requirements of the Child Minding and Day Care Regulations (Wales) 2010 and National Minimum Standards. There is a clear statement of purpose and operational plan that outlines what the service provides, allowing parents to make an informed decision about the suitability for their child. Policies and procedures are detailed. Staff work in line with service policies and were confident in discussing key policies and procedures such as safeguarding and health and safety. Leaders have high expectations and staff reported that they felt very well supported and that their continued professional development was supported. The PiC meets with RI on a regular basis to keep him informed about the service.

Effective leadership ensures that the service runs smoothly on a daily basis.

4.2 How effective is self evaluation and planning for improvement?

Procedures for the self evaluation of the service are effective. A comprehensive quality of care report is produced annually and this takes into account the views of parents, children and external professionals. It does not currently include the views of staff and this was discussed with the PiC during feedback. An action plan for improvement has been produced to inform future developments. We saw from previous improvement plans that the recommendations from the previous inspection had been taken into account and addressed. An appropriate complaints procedure is in place but we were told by the PiC that there had been no formal complaints since the last inspection.

Leaders have established good procedures for self evaluation which means that the service is subject to on-going improvement.

4.3 How effective is the management of practitioners, staff and other resources?

Staff are well managed and supported. The service operates a robust recruitment process ensuring that all new staff are suitable to work with children. We saw that all staff have clear roles and responsibilities which are outlined in job descriptions. Staff spoke to us about their specific roles, for example, the deputy has taken on the role of fire officer and was clear about the responsibilities in relation to the role. All staff we spoke to said that they felt well supported by leaders and were able to access a good

variety of training to support their continued professional development. Leaders undertake annual appraisal with all staff along with termly supervision when targets for improvement are set and reviewed. Detailed minutes are kept of staff meetings which take place termly. We noted that all staff see the minutes and sign to agree them. The staff team is very well established with most staff having been employed by the service for a considerable time.

Staff are well supported to carry out their roles and appropriately challenged to maintain high standards.

4.4 How effective are partnerships?

Partnerships are well developed and effective. We saw that information is shared with parents through daily conversations with staff and the PiC. A parent notice board contains relevant information such as menus, policies and newsletters. We spoke to a parent who told us *“My child is really happy here. They come every day. It’s a great nursery. It’s helped them to bond with other children”*. We were told by staff that they have good links with other members of the community such as the lollipop lady, community police officer and the local library. The service offers placements to child care students from Coleg Y Cymoedd. One member of staff told us that they had worked there as a student and continued to employment at the service.

The service has good partnerships with parents and the wider community.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Develop the quantity of free choice resources available in the toddler room,
- include staff opinions in the quality of care review,
- increase the frequency of fire evacuation drills and
- ensure that children have daily access to the outdoor play area.

6. How we undertook this inspection

One inspector undertook an unannounced inspection as part of our normal schedule of inspections. Approximately seven hours were spent at the nursery over one day. The following methodology was used to gather evidence for this report:

- Observations of care routines and practices;
- discussion with the RI, PiC and staff;
- conversation with several children;
- discussion with parents;
- visual inspection of both inside and outside play areas;
- consideration of information held by CIW such as the last inspection report and
- sight of a range of policies and procedures including information held in staff personnel files.

Feedback was provided to the PiC at the end of the inspection.

Further information about what we do can be found on our website:

www.careinspectorate.wales

About the service

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| Type of care provided | Children's Day Care Full Day Care |
| Responsible Individual | David Brookes |
| Person in charge | Gail Harris |
| Registered maximum number of places | 47 |
| Age range of children | 9 months to 5 years |
| Opening hours | Monday – Friday 9.00am – 4.30pm Term time only |
| Operating Language of the service | English |
| Date of previous Care Inspectorate Wales inspection | 28 June 2016 |
| Dates of this inspection visit(s) | 10 January 2019 |
| Is this a Flying Start service? | No |
| Is early years education for three and four year olds provided at the service? | No |
| Does this service provide the Welsh Language active offer? | This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people/children who use the service. This is because the service is situated in a primarily English speaking area. However, we recommend that the service provider considers the Welsh Government's 'More Than Just words' strategic guidance for Welsh language in social care. |
| Additional Information: None | |