



## Inspection Report

**Brighter Minds Childcare Ltd**

**12 Gwendoline Road  
Risca  
Newport  
NP11 6DD**



**Date Inspection Completed**

11/03/2021

**Welsh Government © Crown copyright 2021.**

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)*  
*You must reproduce our material accurately and not use it in a misleading context.*

## About Brighter Minds Childcare Ltd

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Brighter Minds Childcare Ltd
Registered places	46
Language of the service	English
Previous Care Inspectorate Wales inspection	First Inspection
Is this a Flying Start service?	<a href="#">Manual Insert</a> Yes
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**

This is an inspection undertaken during the Covid-19 pandemic; therefore, we have focused on the priority areas for this setting and not the full quality framework. The nursery is very child centred with a strong emphasis upon children directing their own play and learning. Children are happy and comfortable in their surroundings. They develop trusting relationships with staff and have many opportunities to explore and develop their curiosity through the play opportunities and activities available. Staff are professional, appropriately qualified and take their responsibilities seriously. They are responsive and attentive to the children. Policies and procedures are in place in response to Covid-19 and staff implement these to keep the environment safe, secure and clean. Staff work hard to minimise any impact these measures may have upon children. Leadership and management arrangements are very good and staff report satisfaction in their work. The environment is maintained to a good standard and it promotes children's play and learning. The nursery has been operating for less than 12 months and as such some outside areas need to be further developed. The RI and her staff are very motivated, share a positive ethos and vision for the nursery and have a clear action plan to drive improvements forward.

## Well-being

Children explore, play and choose their toys freely. Babies investigate their play environments and discover interesting resources that engage them such as the building blocks or musical instruments. Staff observe the children to understand children's interests and develop their curiosity. Some children showed an interest in the wooden train set and sat with staff for a good period helping to build the train track. In the block play area large photographs of bridges and skyscrapers are on display in order to inspire children to build and use the blocks to create their own structures.

Children are happy, settled and relaxed. They are comfortable and feel secure because staff help them to understand the routines and structure of the day. Staff sensitively feed babies, talking, cradling, and giving them good eye contact during bottle feeding time. Children seek out staff to play and interact with, and staff respond kindly and patiently to them providing appropriate support. Children chatted together happily and approached staff confidently in the knowledge that their needs will be met.

Children are developing an awareness of the world around them, respond well to staff and are beginning to follow simple instructions. Babies show great delight in playing with accessible sensory toys, mark making and musical instruments. Older children really enjoy the outside space practising their skills using the balance beams, playing with the mud kitchen or riding trikes. Pre-schoolers are able to sit and concentrate on tasks such as building train tracks, looking at books or creating with playdough. Opportunities for children to practice their social skills and develop relationships are well supported. Staff model good behaviour and encourage children to build friendships, play co-operatively and be kind to their friends.

Children enjoy the opportunities to play and as they can easily access toys and resources, this supports development of their independence skills. Children are encouraged to do as much for themselves as possible in line with their age and stage of development. Older babies in high chairs competently drank from self held beakers and ate their fruit without adult support. Older children attempt washing and drying their hands, storing their belongings and problem solving during play, developing their independence.

## Care and Development

Staff implement procedures to keep children safe and promote their development and well-being. These include health and safety Covid-19 procedures regarding cleaning, socially distancing and ensuring children sanitise their hands regularly. Staff know children's allergies, dietary requirements and medical needs. Staff discuss and devise detailed health care plans, with input from parents and professionals. Staff have a clear understanding of the safeguarding procedures. They complete records relating to accidents, incidents and medication appropriately. Outdoor exercise promoting children's physical well-being and healthy eating is encouraged. Children regularly practice fire drills with staff direction.

Staff have a very good understanding of the children's needs. They treat children kindly, calmly and practice appropriate behaviour management strategies including lots of praise and positive affirmations. Trained staff feel confident in identifying and managing children's behaviours at different stages of their development. They provide appropriate activities for children's individual abilities and encourage children's curiosity, letting children's interests lead their play and learning. Children are relaxed around staff and we saw children seek and enjoy cuddles and reassurance. Whilst the service is still under 12 months old, staff had developed good relationships with their colleagues and communicated well with each other ensuring children are appropriately supervised and supported at all times.

A keyworker system reflects children's preferences to staff. Pre-school children are asked who they would like their keyworker to be. Planning is 'In the moment' and child led, for example, children playing with a garage had introduced animals as opposed to cars into the game. The activity spontaneously developed into one directed towards turning the garage into a zoo. This engaged the children's interests and imagination for an extended period. Staff observe children and complete individual learning journals for each child, planning around children's developmental needs. One child did not like getting their hands dirty, so more sensory messy play activities were available to them until their hesitancy disappeared.

## Environment

All staff implement procedures and risk assessments in line with Welsh Government guidance to keep children, staff and the public safe. The nursery is very welcoming for children, clean and suitably maintained. Staff understand the importance of following daily procedures, such as risk assessment of their base rooms and outside areas used by children. Parents are familiar with the social distancing arrangement for dropping off and collecting their children. Staff informally check risks within the environment daily, monitoring emerging risks over time. Staff position themselves well to give children appropriate levels of support.

The nursery is light and spacious, providing children with suitable space to play and learn. Sleep areas are calm, well organised and quiet with procedures in place to check on sleeping children. Toilets are clean and accessible although some minor maintenance work is needed within the nappy changing area. Due to Covid-19 restrictions, children are kept within their small 'bubbles' but retain easy access to their own group's toys and equipment. Base rooms are calm and well organised with lots of natural materials, soft lighting and resources, which prompt children to play and explore their surroundings. Staff set up areas so that children are curious and have choice in how they wish to play. In the pre-school base room a vase with a bunch of daffodils had been placed within the mark making area to help children observe and sketch what they see. Windows provide lots of natural light. Children have access to a well resourced outside play area, which enhances learning and play opportunities with balance boards, trikes, a mud kitchen, water wall and bug hotel. Further developments of this area are planned and are outlined in their action plan.

Resources are of a high quality. Wooden and natural play equipment is favoured with, for example, china tea sets, metal saucepans, wooden puzzles. Plastic is avoided where possible. Creative ways such as using a log to create a 'fairy village' bring nature into the base rooms. Multi-cultural resources encourage children to have an understanding and awareness of cultures and customs beyond their own lived experiences. Monitoring of resources ensures they are of a good standard.

## Leadership and Management

Leadership is very effective and managers are motivated and passionate about provision of care and development of the service. The Responsible Individual (RI) is very supportive and an integral member of the management team. She is committed to ensuring that the whole workforce implements good working practices. The statement of purpose is clear and virtual tours of the nursery enable parents to make an informed decision about using the service. Policies, procedures and guidance are of a high standard.

The service has not operated for a full year but the RI is aware of her responsibility to undertake an annual Quality of Care review of the service and consult with parents, staff and children. Consultations in place have informed an action plan and improvements to the service already. The RI has a strong vision for the service and she has communicated this very well to her staff group and PIC.

Staff report good support from managers and satisfaction in their work. Recruitment and induction procedures are very thorough and equip staff to do their job well. Regular supervision is given and records demonstrate these are meaningful and support professional development. Staff access mandatory training including food hygiene, first aid and safeguarding. This has been slightly disrupted due to Covid-19, but measures have been taken to ensure staff maintain their professional development. There is a team of full and part time Nursery Nurses caring for children ensuring sufficient cover for holidays, sickness and training. Staff told us they felt supported and confident in their role. They have a workforce risk assessment completed so that they feel safe in managing any risks associated with the Covid-19.

Staff and managers understand the importance of building good relationships with outside organisations and parents. Due to Covid-19 restrictions, links with community resources have yet to be forged. Communication with parents and carers is well maintained and supported with technology. The RI has very good relationships with her local authority and ensures that she access all support available.



## **Recommendations to meet with the National Minimum Standards**

R1. Develop a formal system to monitor, record and review identified hazards and risks within the environment.

R2. Complete maintenance work within the nappy changing area.

**Areas for improvement and action at, or since, the previous inspection. Achieved**

**Areas for improvement and action at, or since, the previous inspection. Not Achieved**

None	
------	--

**Areas where priority action is required**

None	
------	--

**Areas where improvement is required**

None	
------	--

Ratings	What the ratings mean
<b>Excellent</b>	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
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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

**Date Published** 21/04/2021