



Inspection Report

Cwtsh Nursery Limited

**Ty Seren
Ashfield Road
Newbridge
Newport
NP11 4RA**



Date Inspection Completed

19/01/2022

Welsh Government © Crown copyright 2022.

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
You must reproduce our material accurately and not use it in a misleading context.

About Cwtsh Nursery Limited

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cwtsh Nursery Limited
Registered places	56
Language of the service	English
Previous Care Inspectorate Wales inspection	24 May 2018
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	No. 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, or intend to use their service.

<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<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 secure 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 support children very well and provide an interesting and varied range of activities that are appropriate for the ages of all children who attend the setting.

The environment is clean, welcoming and well organised. The playrooms are bright and spacious and children benefit from direct access to an outdoor play area from each room. A good range of toys, resources and equipment promote children's learning and development.

People who run the setting create a positive ethos and lead staff well. They are committed to improving practices for children's benefit. However, a small number of aspects of leadership and management do not fully meet regulations. Parents we spoke to were highly complimentary of the care their children receive.

Well-being

Good

Children are able to make choices and decisions about how they spend their time at the setting. Babies freely explore their play environments and discover interesting resources that engage them, such as toy vehicles or musical instruments. Children of all ages are encouraged to speak and express themselves. We saw a pre-verbal child prompted to say the words, '*water, cup*', as they pointed to indicate they were thirsty.

Children separate well from their parents/carers. They are happy, settled and relaxed because staff help them to understand the routines and structure of the day. Children develop warm relationships with staff. We saw young children clearly express their affection, offering staff spontaneous hugs.

Children are beginning to form friendships, in line with their age and stage of development. They play happily together or alongside each other. We heard children contentedly chat to one another about their favourite creatures as they played with some toy animals. Older children are happy to share and take turns and younger children respond well to reminders from staff to be kind and have gentle hands.

Children very much enjoy their play. They are interested in the activities on offer and concentrate on what they are doing for an appropriate time. For example, we saw babies squeal with delight, as they used colourful see through scarves to play peek-a-boo with a staff member. Older children persevered to fit train track pieces together to make a long train track. They were proud of their achievement and keen to show us when they had finished.

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 are encouraged to do as much as possible for themselves, in line with their age and stage of development. This enhances their self-esteem and builds their confidence. Older babies competently drank from self-held beakers and ate their lunch without adult support. Toddlers and preschool children wash their hands and brush their teeth independently; they help put away toys and resources at tidy up time.

Care and Development

Good

Staff have a good knowledge of how to keep children safe and well. They successfully implement policies and procedures to help keep everyone safe during the Covid 19 pandemic. There is a suitable child protection policy in place. Staff we spoke with were confident in recognising signs and symptoms of abuse and knew to share their concerns with management. However, not all staff were aware of their individual responsibility to report concerns to the local safeguarding board, if not reported by the manager. There are good systems in place to record accidents and existing injuries, with records carefully monitored to identify any emerging patterns. Clear procedures are in place to manage children's food allergies and individual dietary requirements. A cook prepares a variety of healthy meals and children have water to drink. Regular fire drill practices ensure that staff and children are aware of how to evacuate the premises safely.

Staff have a very good understanding of the children's needs. They care for children in a calm and kind way. Staff have a sound understanding of child development, and its impact on children's behaviour. There is an appropriate positive behaviour management policy in place. Staff implement the policy well, using lots of positive language and praise, which enhances children's well-being. They offer simple, clear explanations and encourage children to wait for their turn when playing together. Staff have good relationships with their colleagues and communicate well with each other to ensure children are appropriately supervised and supported at all times. They act as good role models and interact considerately with each other and the children.

Staff enable children to follow their own interests. They facilitate children's learning naturally and in the moment. For example, during their play on the slide one child experimented by rolling down a toy tractor. A staff member encouraged them to find other items, which would roll. Children's engagement and enjoyment in this activity was evident as they cheered and clapped, watching how far different items travelled. There are systems in place to monitor and record children's progress and development. Staff carry out regular observations of children's play and use these to plan children's next steps in learning. They collect samples of children's work to compile a 'learning journal' to evidence children's progression. Staff are beginning to identify children's additional needs and work in partnership with support services if required. They promote the Welsh language using simple phrases and words with children.

Environment**Good**

The environment is secure and provides ample space for children to play and learn. There are satisfactory risk assessments in place for all areas of the setting. In addition, staff carry out daily safety checks within their base room. However, during the inspection we identified an emerging risk, which staff had not noticed. Staff quickly addressed the risk when prompted by us. Daily cleaning rotas evidence more frequent cleaning of the setting and equipment to keep children safe during the Covid 19 pandemic. Routine maintenance checks for the building and appliances are undertaken. Registers for children and staff caring for them are complete and show correct child to staff ratios. Staff ensure only authorised entry to the setting and keep a log of any visitors.

The environment is bright, well ventilated, and maintained to a high standard. Attractive wall murals in each playroom stimulate children's imagination. The layout enables children to choose activities and resources independently. Staff display children's photographs around the setting, which gives children a lovely sense of belonging. Attractive bilingual displays of children's work celebrates their achievements and promotes the Welsh language. The outdoor play area is safe and secure and offers a good range of play opportunities for children. This includes sand, climbing equipment, ride on toys and a mud kitchen. There is a large greenhouse where children grow a variety of plants, fruit and vegetables. This enables them to learn about healthy eating and promotes awareness of their natural world.

Resources are of high quality. Wooden and natural play equipment is favoured, for example, real life tea sets, metal saucepans, wooden puzzles. The manager told us they intend to replace much of the plastic equipment in the outdoor area with wooden and natural resources. Multi-cultural resources encourage children to have an understanding and awareness of cultures and customs beyond their own lived experiences. The setting has suitable furniture and resources to support children's independence. For example, storage units at child height, child sized table, chairs, and individual coat pegs for their belongings. There are a suitable number of children's toilets and nappy changing facilities available.

Leadership and Management

Adequate

Leadership is effective and the manager is passionate about provision of care and development of the setting. Required policies and procedures are in place and the statement of purpose provides parents with important information about how the setting runs. The manager and staff have worked hard to meet all recommendations made at the previous inspection. Overall, the manager follows adequate recruitment procedures, although there is some inconsistency in recording of require staff information. We viewed a sample of staff files and found one staff member's proof of identity was missing. While no immediate action is required, this is an area for improvement and we expect the provider to take action. In addition, two staff files did not contain the staff member's job description. Since the last inspection, there have been some staff changes. CIW have not received notification of this, which is a regulatory requirement. While no immediate action is required, this is an area for improvement and we expect the provider to take action.

Staff told us they feel supported by managers and enjoy their work. They receive regular individual supervision meetings providing them with time to reflect on their strengths and discuss any training needs. All staff have up to date mandatory training such as First aid, and have opportunities to access additional training to support their professional development. There are enough qualified and experienced staff to make sure children are well cared for, at all times.

The manager plans 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/areas for development and reflects the views of parents, staff and children. For example, parents fed back the need for timelier invoicing of fees. The manager intends to introduce online invoicing to assist parents with their budgeting.

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. The manager plans to strengthen communication with parents further by introducing the use of a digital app to share information. Parents we spoke to said that they were extremely happy with the setting and the care their children receive.

Recommendations to meet with the National Minimum Standards

R1. Ensure all staff are aware of their individual responsibility to report safeguarding matters to the local safeguarding board.

R2. Review system for daily safety checks to ensure staff identify emerging risks.

R3. Ensure staff files contain a job description.

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
31	The registered person has not notified CIW of all staff	New

	changes since the previous inspection.	
28	The registered person had not ensured that a staff member's file contained proof of their identify.	New
14	Not working with due regard to the national minimum standards	Achieved

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.

Date Published 09/02/2022