



## Inspection Report

**Hwyl a Sbri Meithrinfa Ddydd Ddwy leuthog Bilingual Day Nursery**

**17 New Road  
Llanelli  
SA15 3DP**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



**Date Inspection Completed**

28/06/2023

## About Hwyl a Sbri Meithrinfa Ddydd Ddwy leuthog Bilingual Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Hwyl a Sbri Ltd
Registered places	32
Language of the service	Both
Previous Care Inspectorate Wales inspection	March 2019
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	This service does not provide an 'Active Offer' of the Welsh language. They demonstrate some effort to promote the use of the Welsh language and culture.

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<u><a href="#">Well-being</a></u>	<b>Good</b>
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<u><a href="#">Environment</a></u>	<b>Adequate</b>
<u><a href="#">Leadership and Management</a></u>	<b>Adequate</b>

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

## **Summary**

Children are happy, settled and feel confident at Hwyl a Sbri Meithrinfa Ddydd Ddwy leuthog Bilingual Day Nursery. They are supported in their play and learning and communicate confidently with those around them.

Staff work well to keep children safe, healthy, and happy. They have a clear understanding about their roles and responsibilities. Staff use positive behaviour management strategies. They offer a range of play and learning opportunities and observe and evaluate children's learning and development. However, there needs to be more consistency across the staff.

People who run the nursery offer a safe, clean, and welcoming environment. They ensure they follow regular maintenance and safety checks. However, more formal risk assessments are needed. Children can access a range of toys, resources and equipment which encourages their independence skills as well as promoting their all-round development.

People who run the nursery work competently to sustain and develop their service. They keep all required records securely and ensure they share appropriate information with parents. They have suitably qualified and experienced staff and ensure staffing ratios are met. People who run the nursery have developed positive partnerships with parents.

Children can make choices and decisions about what they do and the things that affect them within the routines of the nursery. For example, they choose what activities they want to play with after lunch, and some children choose to sit together and colour in, whilst others choose to play alone. When a child did not want to eat the lunch provided, they made the staff aware, and were offered an alternative meal. Younger, non-verbal children are listened to. For instance, they are asked to repeat what they have communicated, or by staff pointing and checking with the children.

Children are happy, settled and relaxed at the nursery. They arrive eager to play and cope well with separation from their parents. They develop warm, positive bonds with staff and other children. Children smile at each other and greet their friends as they come into nursery. For example, when one child came in at lunch time, another child got very excited and waved and smiled at them. Older children know and follow the routines of the day, responding readily when being asked to come for lunch or snack. They are confident, approaching visitors warmly, and are happy to show their toys. Children follow direction by helping to tidy up when asked. This helps them develop a sense of belonging, confidence, and self-esteem. Younger children can follow their own individual routines which fosters a sense of security. They go to staff for cuddles and to seek reassurance when needed.

Children behave very well; they play cooperatively or alongside each other and are learning to take turns. For instance, whilst playing outside children waited their turn to use the castle, which is appropriate for their age and stage of development. There is a friendly and calm atmosphere in the nursery. Younger children who become a little upset at times are quickly soothed by staff and snuggle into them for comfort.

Children can freely move around the rooms, at times, and choose from a range of toys and resources. Children respond enthusiastically to the staff suggestions. For instance, when a staff member asked children "*who wants to build a tower?*" they enthusiastically answered, "*me please*". Children have good opportunities to develop independence and self-help skills. They confidently eat independently, with one child refusing the help of staff when trying to feed themselves, and another smiling at staff proudly, when getting their own drinking water.

## Care and Development

Adequate

Staff are clear about their roles and responsibilities and have an appropriate level of knowledge to carry out their duties well. They follow suitable cleaning routines and keep areas relatively free from hazards. For example, they regularly carry out hand washing and cleaning of tables. Some staff encourage children to respect items and take part in tidy up time as well as promoting manners. However, this was not done consistently with all staff. Staff have up to date safeguarding training and know the procedures to follow in the event of a concern for a child. Accidents and incidents are recorded and signed by parents, keeping them informed. They record children's pre-existing injuries and ensure these are reviewed and acted upon if necessary. They promote healthy eating by providing children with healthy snacks and meals.

Most staff lead by example, using positive strategies to help children develop their social skills successfully. Staff interact well with children and each other. They treat each other very kindly and respectfully and this creates a positive and happy atmosphere. Most staff use gentle tones to remind children what to do. For instance, encouraging children to use their quiet "*indoor voices*" and saying, "*well done for sharing*". Staff follow positive behaviour management most of the time. Most staff use praise and encouragement to support children. For example, staff with the younger children applauded them for their efforts, telling them "*Oh! That's creative, I love it*", and giving high fives to promote their confidence.

Staff foster children's learning and development appropriately. They communicate with them during their play and routines. For instance, they chat to them during snack time, discussing their foods or praising them for eating. This helps create sociable experiences and supports children's speech and language skills. Staff become involved in children's play when it is appropriate to do so. Some staff use opportunities to extend children's learning through asking questions. For example, while playing a throwing activity, staff asked children to name the colours of the bean bags in both Welsh and English. They provide children with the opportunity to be active and get fresh air, by accessing the outdoor play area daily. Staff work adequately to plan, observe, and evaluate children's learning. They have appropriate planning in place which covers different areas of learning and the general skills the children will develop. Staff display children's next steps in learning and carry out regular observations on individual children. They ensure that any concerns about development are highlighted and acted upon if necessary. Staff generally promote children's independence well, such as encouraging them to self-feed and pour their own drinks.

**Environment****Adequate**

People who run the nursery and staff ensure they care for children in a safe and secure environment with suitable arrangements to make sure children cannot leave the premises unsupervised. There are security systems in place to also ensure no unauthorised persons can enter the nursery from outside, and safety gates on the entrance to each room. Glass doors have patterns on them which lead to a covered outside area. People who run the nursery and staff are aware of the risks and carry out visual risk assessments and complete daily safety tick lists, such as for children cooking or before using the outside area. However, there are no formal risk assessments in place. The nursery is mainly clean and well maintained. There are current maintenance certificates and insurances in place. The boiler is newly fitted. Memberships and documents relating to the nursery are on the display wall in the office.

Playrooms are welcoming, and friendly. There is ample space for children of all ages to play and learn. There are dedicated areas for learning and colourful displays, in both English and Welsh, and a small arched area for children to read or rest. The upstairs playrooms are not currently being used, due to low numbers of children attending. The layout of rooms allows children to move around freely and safely. People who run the nursery provide a satisfactory range of resources that allow children variety and choice. These are accessible at the children's level enabling them to independently access a sufficient range of age-appropriate toys and equipment.

Children's toilets, potties and step-up stools are accessible directly from the playroom, promoting their independence in managing their own personal needs. There is a sleep room upstairs, which provides a safe and quiet place for children to sleep undisturbed. The outdoor play area has been expanded to include an enclosed, undercover area which has a good range of resources. We saw a sand table, dinosaurs, slide, pots and pans, a kitchen area, trikes, castle climbing slide, tyres, and artificial grass. There is a range of suitable equipment to support physical development. Furniture, toys, and equipment are of fair quality and appropriate for all the children in the setting. Toys and equipment are clean and well-maintained.

## Leadership and Management

Adequate

The nursery is well run on a day-to-day basis. There is a clear management team in place and the deputy manager is confident about her roles and responsibilities when in charge. They respond positively to suggestions on improvements to the setting and shared evidence of improvements made since the inspection visit. They also implement nearly all of the recommendations from their last inspection. People who run the nursery have a suitable statement of purpose providing parents with important information about how the setting runs. They have a comprehensive file of policies, which are reviewed regularly. People who run the nursery keep nearly all the required records including individual needs, contracts, and permissions. They ensure that these are shared with parents and keep the records secure.

People who run the nursery implement a self-evaluation review. They seek the views of their parents/carers, children and produce an adequate quality of care report, which highlights what they have achieved over the past year. There is a suitable complaints policy in place should parents wish to raise an issue.

People who run the nursery ensure that staff are suitably qualified. They have an overview sheet in place and ensure that renewal of training can be done in time. People who run the nursery carry out appropriate pre-employment checks to ensure staff are suitable to work with children. However, not all staff files were found to contain all evidence of the checks. Since the inspection, people who run the nursery have confirmed that all evidence is in place. Basic annual appraisals and supervisions are carried out and staff attend a range of training. People who run the nursery keep appropriate records about children's attendance and this shows that they meet and at times exceed the staff to children ratio. However, it is not always clear who is working with which group of children. Since the inspection, the people who run the nursery have confirmed there is a new system in place which shows and records who is working with which group of children.

Partnerships with parents are positive. They keep parents informed via daily verbal feedback and through messages. Parents we spoke with were complimentary of the service provided and said they have peace of mind that their children are safe and happy when attending.

### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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
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N/A	No non-compliance of this type was identified at this inspection	N/A
	Staff not fully aware of the safeguarding procedure in relation to allegation against a staff member	Achieved

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
	No NMS Recommendations were identified at this inspection

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Ensure staff implement consistent routines and strategies with children.
Develop formal risk assessments

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.

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