



Inspection Report

Rainbow Reef Daycare

**Unit 6 Johnston Business Park
Station Road
Haverfordwest
SA62 3PL**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

17/05/2023

About Rainbow Reef Daycare

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Rainbow Reef Daycare Ltd
Registered places	51
Language of the service	English
Previous Care Inspectorate Wales inspection	13 November 2020
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 and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

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<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 are very happy and settled at this setting. They feel valued as their voices are consistently listened to and they form good attachments with others. They really enjoy their play, and they have good opportunities to develop their individual skills.

Staff are kind and gentle, and they always interact positively with children. They follow the setting's policies to keep children safe and they actively promote a healthy lifestyle. Staff support children effectively in their play and learning.

Leaders provide a spacious, well-maintained environment that supports children's development and independence. There are effective procedures in place to ensure the environment is safe. Leaders provide plenty of good-quality resources that are suitable for a range of stages of development and interests. Leaders have made improvements to the environment and are continuing to develop it further.

Leadership and management is not consistent. Leaders have a clear vision for the setting, and they are focused on continual improvement. However, we have identified important areas for improvement. Leaders are addressing these.

Well-being

Good

Children have good opportunities to make choices and decisions about what affects them. They are invited to take part in play activities and move confidently between activities of their choice. They choose what they want to eat, being offered an alternative if they do not like the meal offered. Children's communication, both verbal and non-verbal is recognised and valued. For example, a member of staff engaged with a child who was shouting, acknowledging that they were shouting 'hello' to a member of staff in another room.

Children feel very safe, valued, and relaxed as their individual needs are met consistently and they have good bonds of attachment. They are supported well in transitions between rooms and staff know them well. Children have cuddles with staff and chat happily to them about their experiences at home or at school. Children know they can access their comfort items if needed.

Children are active and express enthusiasm and enjoyment. They enjoy a good range of play activities, both indoors and outdoors. For example, children under two years old responded with an excited, "Yeah!" when they were asked if they wanted to do a 'song bag' activity and beamed when balls were tipped into their cardboard box 'castle'. Older children were excited when they played hide and seek, and other children happily completed a quieter colouring activity.

Children are learning to think of others, in line with their stages of development, and they are well-supported to do so. They have good opportunities to express their feelings during regular, structured activities, focusing on personal and social development, and throughout the day. For example, older children put their personal lollipop sticks in the pot that showed their feelings. Several children gave a child a cuddle when they were saying goodbye. Children co-operate well with adults.

Children experience interesting play opportunities that promote their all-round development. Children have some opportunities to develop their independence, such as wiping their own faces and washing their hands. There is a 'helpwr y dydd' (helper of the day) system in place for each group and children enjoy the responsibility of doing the tasks to help the staff for the day. Older children are learning to pour their own drinks with support from staff.

Care and Development

Good

Overall, staff understand and implement policies and procedures to keep children healthy and safe. They follow good hygiene procedures when changing nappies and encourage children to wash their hands regularly. Staff complete regular training in safeguarding, paediatric first aid and food hygiene. They have a good understanding of their responsibilities in relation to child protection. Staff supervise children well during their play and give safety reminders to children. They also check sleeping babies regularly. However, during our visit, children were not always supervised appropriately when they were eating, despite there being enough staff available at these times. This is discussed further in the 'Leadership and Management' section of this report. Staff actively promote a healthy lifestyle by supporting children to brush their teeth daily, providing healthy food and encouraging regular outdoor play. Staff provide easy access to water in the childcare rooms. During our visit, although water was provided outdoors, it was not available for the whole period that children were outside. Leaders told us they had taken immediate action to address this.

Staff understand the behaviour management policy and consistently implement positive behaviour management strategies. They give regular praise and encouragement to children, saying for example, "*That was kind, helping your friends.*" The staff also act as good role models, always speaking kindly to each other and children, and showing understanding of children's individual needs. Staff are very calm and create a positive atmosphere in the setting. When a group of children got a little boisterous, where it was not appropriate, in the sensory room, a member of staff sensitively redirected their attention to an activity elsewhere. When a child did not roll up their sleeves in preparation for handwashing as directed, a member of staff said, "*That's ok, maybe you'll do it when you get there.*"

Staff effectively support children to develop their individual skills. They complete regular and meaningful observations for all children and review their progress. They seek detailed information from parents to create one-page profiles for children, updating these as children move through the different groups in the setting. There are good procedures in place for supporting children with additional needs. Staff work effectively with other agencies, where relevant, to implement individual strategies to support children's development and learning. Staff work together to plan engaging activities to support children's play, learning and development. They have embraced the new Curriculum for Wales and they evaluate the activities they have planned, including children's engagement, learning and preferences, using this to inform future planning.

The use of the Welsh language is developing. Staff use some incidental Welsh regularly, such as, "*da iawn*" (well done) and "*diolch*" (thank you). They identify Welsh vocabulary in their activity planning and are motivated to continue improving this.

Environment**Good**

Leaders ensure the environment is safe and secure. The setting is safe from unauthorised access as the door can only be opened by staff, and leaders keep a record of all visitors. They reduce risks to children by completing written risk assessments and reviewing these regularly. They also have systems in place for regular safety checks on the environment, such as checks on the heating and electric system. There are safety measures in place such as safety gates between rooms.

Leaders provide a spacious environment designed to meet children's needs. They have made considerable improvements to the environment and have plans for further improvement. For example, they have introduced a sensory room to provide a quiet space for all children. They have also improved the environment for 3-year-old children, to use the space more effectively and improve children's independent access to resources. All childcare rooms are suitable for the children's ages and stages of development. For example, babies have plenty of room to develop their physical skills by crawling and toddling safely. Leaders provide a safe and suitable outdoor space which is used daily by all children. They are reflective about the effectiveness of the environment in meeting children's needs and providing good learning opportunities. They identify areas which they want to develop further. Leaders provide an area where babies can sleep undisturbed and be monitored effectively. They convert an area of play space into a comfortable area for older children to sleep, but this does not always allow for the children to be undisturbed.

Leaders ensure that nearly all children can access a broad variety of age-appropriate furniture, toys and equipment, both indoors and outdoors, to stimulate the children's interest and develop a range of skills. For example, they provide a range of resources to develop children's physical skills such as hula hoops, climbing equipment and balls, and they provide regular sensory play for babies. The outdoor area provides improved learning opportunities to children, such as a new music-making area and a shelter where children can complete quiet activities such as crafts. All resources we saw during our inspection visit were clean and in good condition.

Leadership and Management

Adequate

Leaders have a strong vision for the setting. They provide suitable information to parents through the setting's statement of purpose and policies. They regularly review policies and share these with staff. Some policies were updated during the course of the inspection and most policies now contain clear and up-to-date information. However, the safeguarding policy does not reference the current Wales Safeguarding Procedures, although leaders are aware of it and use it in practice. The complaints policy does not direct the reader to the safeguarding policy should the complaint be of a safeguarding nature.

Overall, leaders manage the setting appropriately. They keep appropriate records in relation to children such as records of attendance and children's personal details. Leaders ensure they keep insurances up to date. They regularly communicate changes at the setting to Care Inspectorate Wales (CIW). However, they had not notified us of certain significant events, in line with regulations. This is an area for improvement, and we expect the providers to take action.

Overall, there are appropriate processes in place for management of staff. Leaders operate an effective system for induction, appraisal and supervision. Leaders support and encourage staff to attend regular training, and staff tell us that leaders support them well. However, staff recruitment procedures are not fully effective as leaders had not completed all the necessary checks for all staff prior to their employment. This is an area for improvement, and we expect the providers to take action.

Leaders operate a suitable system for the annual review of the quality of care they provide. They seek views of all relevant parties and set targets. They are focused on continual improvement and seek appropriate support to help them achieve their targets. They also ensure that all areas of the setting are fully considered, because the staff in each room develop and review their own ongoing action plan. Leaders keep up to date with changes in the childcare sector. However, leaders had not effectively implemented and monitored changes to improve the safety and well-being of all children at mealtimes. This is an area for improvement, and we expect the providers to take action.

Leaders build effective partnerships. They communicate regularly with parents through an app and verbally. They have also introduced parents' evenings. Parents are very happy with the service provided. Leaders take the children out for trips and walks in the local community. They have also established a partnership with a care home, and they report positive outcomes for children.

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
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20	Ensure staff are deployed effectively to supervise all children when they are eating, ensuring their health, safety and well-being.	New
31	Submit notifications to CIW in relation to all relevant matters, within the specified timescale.	New
28	Ensure all the necessary suitability checks are completed on all staff prior to their employment.	New

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)
Standard 20 - Child protection	Update the safeguarding policy.
Standard 22 - Environment	Ensure all children can sleep undisturbed.

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)
Update the complaints policy.

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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