



## Inspection Report

**Canbee Curious Day Nursery Newtown**

**Unit 58-59  
Mochdre Industrial Estate  
Mochdre  
Newtown  
SY16 4LE**



**Date Inspection Completed**

14/08/2024

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## About Canbee Curious Day Nursery Newtown

Type of care provided	Children's Day Care Full Day Care
Registered Person	Amy Parrotte
Registered places	49
Language of the service	English
Previous Care Inspectorate Wales inspection	Click or tap here to enter text.  17 May 2023
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	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.

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

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

### **Summary**

The wellbeing of children is at the heart of the setting. Children have a strong voice and their needs, ideas and wishes, are listened and responded to well. They feel safe and happy in the care of staff and in the familiar environment. Children learn to interact well showing care and respect towards others and the resources. They thoroughly enjoy their experiences and learn a range of skills to support their development. Children are confident to be independent and try things for themselves.

Staff keep children safe and promote and support them to have a healthy lifestyle. They are good role models, treating children with care and respect. Staff have a supportive and caring manner towards children and interact with them effectively. They know the children well and provide suitable and interesting resources, activities and support, to help children learn and progress.

Leaders ensure the environment is safe and secure. It is child friendly and welcoming with suitable spaces for children to play, learn and have their needs met. Leaders provide interesting and inspiring resources and activities. There is a good range of natural and authentic materials and resources used to enhance the environment and opportunities for the children.

Leaders have a good understanding of managing the setting and care they provide. This is reflected in their statement of purpose, policies and procedures. They regularly evaluate their setting and make positive improvements that benefit the children. Leaders manage staff effectively and are supported to work well together. Good relationships are developed with parents so information is shared appropriately.

Children have a range of opportunities and chances to express themselves and follow their interests. For example, they freely move around the environment choosing where and what to play with, including playing indoors or outside. Children confidently communicate, knowing they will be listened and responded to with care and interest. They have a strong voice as their needs, ideas and wishes are known, understood and catered for by staff as part of their planning.

Children settle well and feel safe as they are familiar with the staff and their surroundings. They form friendships that are important to them and allow them to happily play alongside others. Children develop positive relationships with staff which helps them to feel secure and confident. They develop a strong sense of belonging and value, as their needs are catered for and they are treated with care, understanding and respect. Children of all ages happily approached us and allowed us to share in their play experiences, evidencing they felt safe and happy.

Children learn to develop understanding and empathy towards others. They happily share the space and resources, understanding the needs and feelings of others. For example, older children showed care towards the younger children. Children share cooperatively saying things like "*sharing is caring*". Children follow rules well as they are embedded and consistent. For example, they knew only a certain number of children were allowed to have rolling snack at a time and happily waited for their turn to sit at the table. Younger children learn to interact as they play together. For example, when following each other to have a go on the slide. All children respect the resources available, using them appropriately and helping to tidy up when asked.

Children enjoy their play and learning experiences. They show enjoyment as they actively engage in their chosen activity. We saw smiles and heard lots of laughter as the children played. Children focused for appropriate lengths of time for their ages and stages of development. For example, when completing a painting in the outdoor area. They enjoy directing their own play, being imaginative and solving problems. For example, when playing together on the trikes and deciding to use the skipping rope to tie the bikes together. When they realised this did not work, they were able to solve the problem and decided to tie the rope to one bike and pull each other around.

Children learn and develop well through their play. They have access to a vast range of resources and activities that inspire them to be curious and imaginative. They can follow their interests as they have free access to suitable resources. Children feel confident to be independent as they are provided with appropriate facilities and support. For example, accessing toilet and hand washing facilities and feeding themselves independently.

## Care and Development

Good

Staff implement the setting's effective policies and procedures well to ensure children are safe. They understand the correct safeguarding procedure to follow if they have concerns about a child. Staff conduct regular fire drills, so they and the children are aware of the correct procedure to follow in an emergency. Staff have completed paediatric first aid training, so they are able to deal with any minor accidents appropriately. The systems in place for recording accidents and incidents are appropriate and ensure the information is shared with parents and carers. Staff record children's attendance electronically and on paper, so it is clear which staff are caring for which children at any time.

Staff promote a healthy lifestyle. They ensure all children have free access to water throughout the day, so they remain hydrated. Staff provide healthy snack choices including a range of fruits and breadsticks with water or milk to drink. They support and encourage handwashing at appropriate times, and implement cleaning routines, such as, wiping tables before food to help prevent the spread of germs. Staff understand the importance of giving children opportunities to be active and get fresh air. They ensure children who are able to, always have access to the outdoors and children of all ages have equipment indoors that promotes their physical development.

Staff have a supportive and caring manner towards children, treating them with care and respect. They are good role models and make children's experiences enjoyable and sociable. For example, a staff member sat with the babies and they ate their lunch together, teaching them good manners and skills. Staff interact with and become involved in children's play at appropriate times, understanding when it is suitable to allow children to have their own space. For example, staff enthusiastically played a game with a child using the bat and ball, whilst another child happily played alone with their car, watching the wheels and driving it along different surfaces. Staff implement effective and consistent approaches to managing behaviour. They use appropriate strategies for the different ages, stages of development and needs of the children. For example, talking to a child about a previous conversation they had with them about jumping off the equipment, which the child understood and accepted.

Staff plan appropriately, effectively considering the needs and interests of the children. They understand current child development strategies and ensure the resources, activities and facilities are suitable. Staff use effective questioning and provide suitable support to help children develop their skills. For example, we heard lots of communication between children of all ages and the staff, which supported the development of the children's speech and language skills. Staff have appropriate systems in place to record children's progress and this is used effectively to identify next steps in the children's learning. These are then considered when planning future activities and resources. Staff give children the confidence and opportunities to be independent. For example, they are encouraged to serve

themselves snack and pour their own drinks. We heard staff use some incidental Welsh with the children, but this was not consistent across the setting.

## Environment

Good

Leaders ensure the environment is safe through completing appropriate risk assessments. Any hazards are identified, eliminated if possible or managed well. Daily checks are completed to ensure no new hazards have arisen and any maintenance issues are reported and dealt with promptly. The outdoor area is secure, and children are unable to leave the setting unsupervised. Access to the setting is secure and visitors are recorded, ensuring no unauthorised access. Leaders ensure cleaning routines are planned and completed to keep the environment well maintained and clean. Rotas are completed daily to evidence the staff responsible for the different routines such as, cleaning the toilets and nappy changing. Staff ensure there are weekly cleaning routines for toys and resources, so they are kept clean.

Leaders have developed an environment that is welcoming and exciting. It gives children a sense of belonging as their work is displayed attractively and the environment is arranged to allow them to move around safely. There is enough space for children to be grouped according to their age and stage of development and all areas are utilised well to give children the best experiences. Leaders provide children with separate rooms to use when sleeping and space for them to eat in a calm and relaxing environment. All rooms used by children have access to outdoor spaces to allow them free flow. Leaders have developed a fantastic outdoor space for children to explore, play and learn. It gives children the opportunity to take part in a vast range of activities and learn about the world around them.

Leaders have arranged the environment in a way that supports children to reach their full potential. The activities they and staff provide inspire curiosity, investigation, imagination and problem-solving skills. The baby room has different areas where children can access resources to support their development. Staff encourage younger children to use the climbing apparatus to develop physical development, home corner to support their imagination and role play and provide areas where they can crawl and pull themselves up when learning to walk. Leaders have created areas of learning that invite children to play and learn. For example, the home corner is created from a real cupboard, worktop and sink. Leaders use natural and authentic materials and resources to enhance the environment. For example, real pots, pans and utensils and a wooden pallet used for hanging and storing craft and writing resources. The main outdoor area has a grassed area with fixed wooden play apparatus for children to be physical, including climbing frames. The rest of the space has an exciting range of activities and resources available including, mud and stone digging areas, mud kitchen, water play and space for children to ride their bikes and trikes safely. Leaders and staff provide children with equipment that inspires them to learn through their play and develop a range of skills.



## Leadership and Management

Good

Leaders manage the setting well and have a clear vision of the care they provide as they are actively involved in the day to day running of the setting. They have a good understanding of their responsibilities to provide good care and keep children safe. Nearly all policies and procedures reflect current practice and follow recommended guidance, but the medication policy needs to be updated in relation to the administration of paracetamol. Leaders ensure staff have read and signed to say they have understood the policies and procedures. Leaders have produced a detailed statement of purpose that gives parents and carers the information they need to decide if it is the right care for them and their child. All paperwork is organised well so information can be found easily.

Leaders regularly review the setting and care they provide. They gather the opinions of staff, parents, carers and children through questionnaires, and observations of the children. These are then considered when leaders plan and make improvements. For example, when making improvements to the outdoor environment and ensuring parents have regular opportunities to speak with their child's key worker.

Leaders manage staff well. They have developed a team of staff who work well together and help make the setting run smoothly. Staff we spoke with said they enjoyed their work and felt supported by managers. The effective recruitment process ensures staff are suitable to care for children and staff files showed relevant checks are completed prior to staff starting. There is a culture of continuous professional development which is effectively modelled and monitored by those running the setting. This ensures a suitable number of staff have up to date first aid, safeguarding and food hygiene training.

Leaders and staff communicate well with parents and carers to ensure they are kept updated on their child's day, experiences and development. Information is shared effectively but leaders need to ensure non routine information shared with parents is recorded effectively so it can be referred to if needed. Parents have opportunities to share information about their child online and through direct conversations at the end of the child's day. Leaders have good relationships with the local preschool, which aids transition and allows information to be shared. Leaders develop a relationship with other local nurseries which allows information and good practice to be shared.

### 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.

### Area(s) for Improvement

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

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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)
To ensure the use of incidental Welsh is consistent across the nursery.
To review the medication policy to ensure it correctly states that paracetamol medication will not be available at the setting and will only be given with prior agreement and when supplied by parents or carers.
To ensure important information shared with parents and carers is recorded so it can be referred to if needed.

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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**Date Published** 26/09/2024